

Public Libraries

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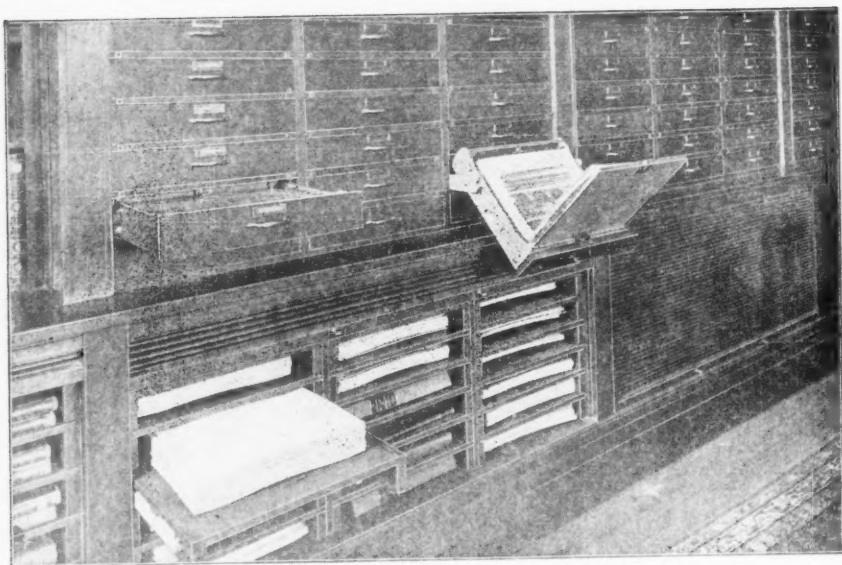
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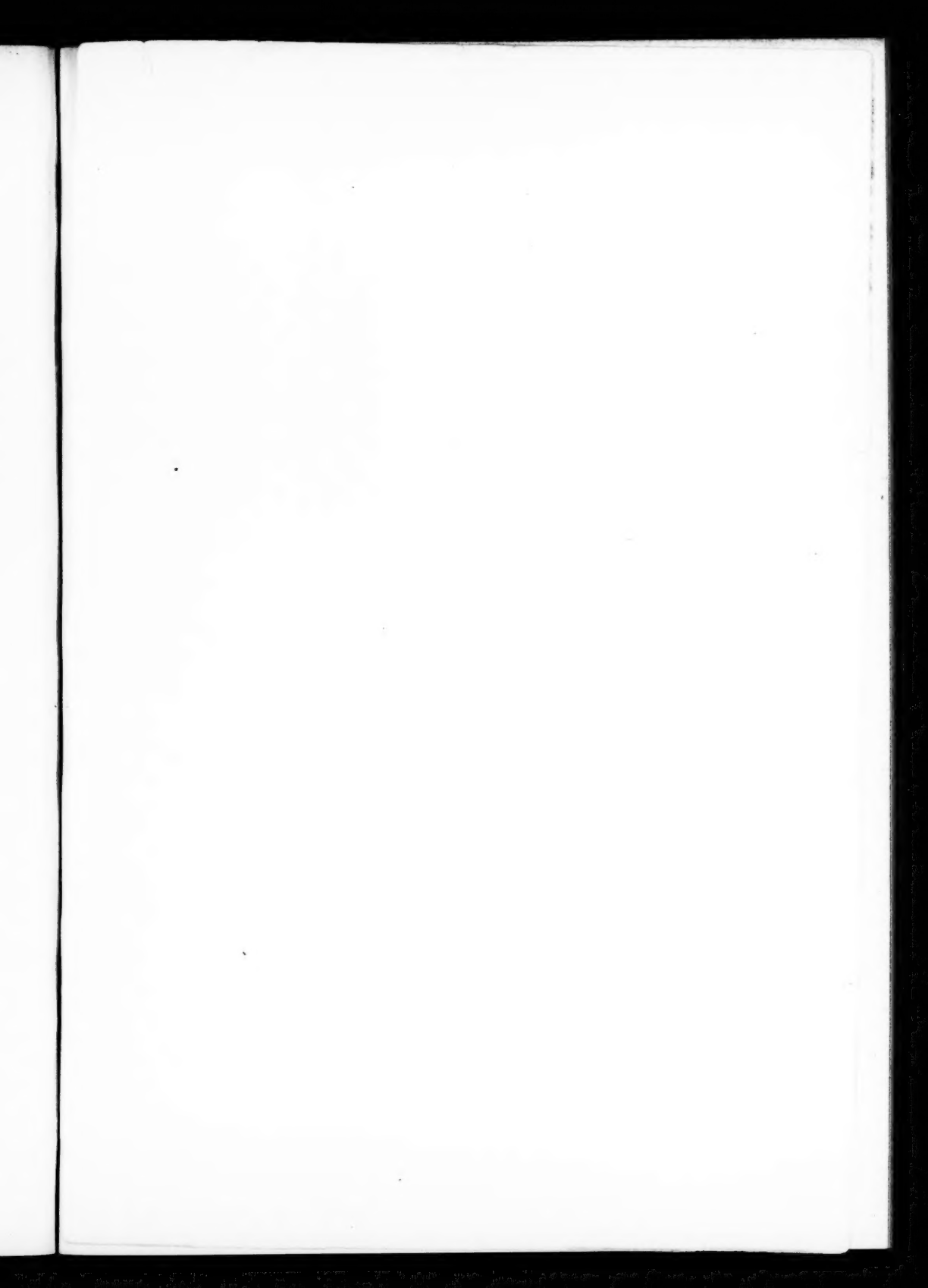
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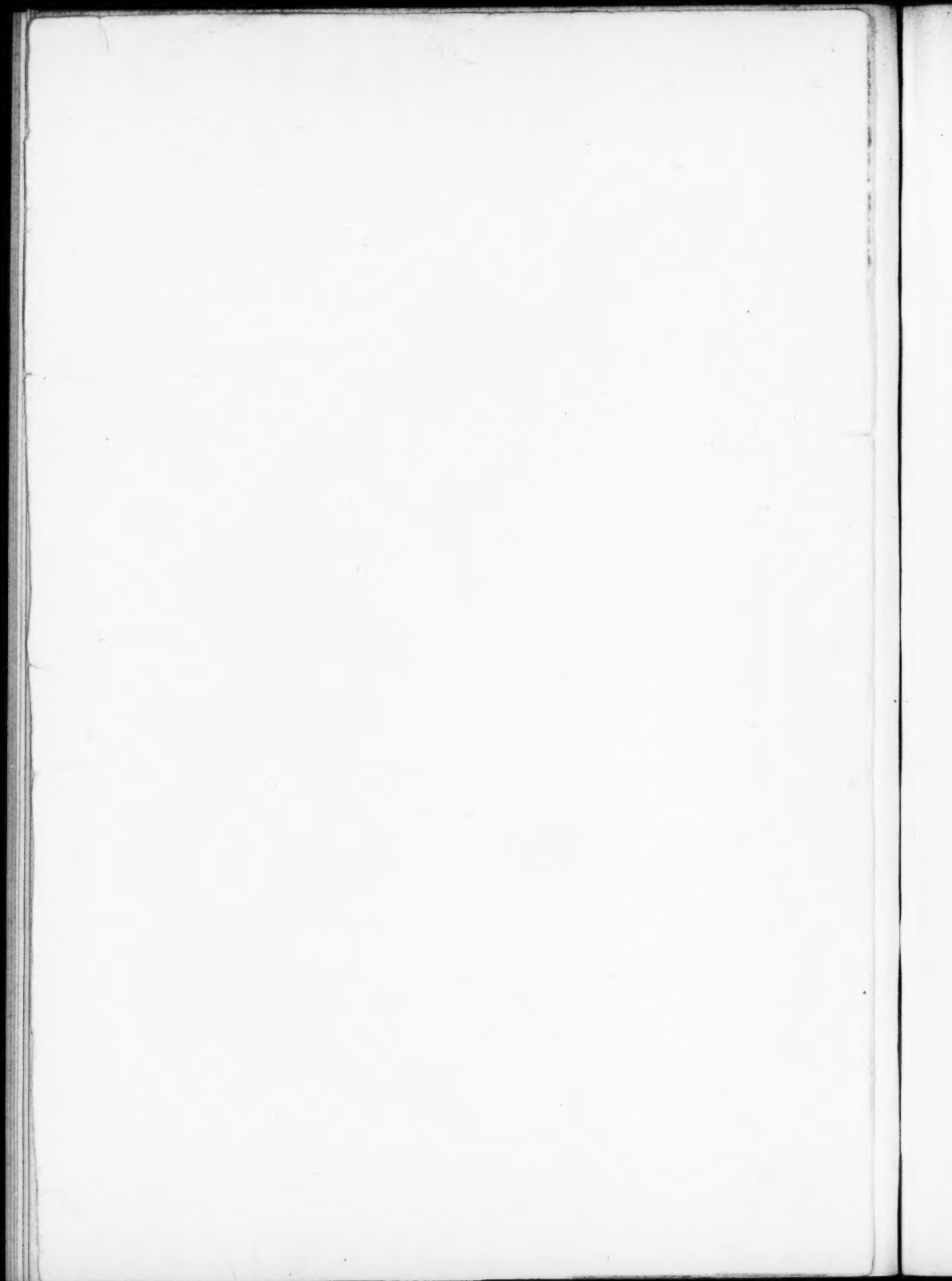
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Public Libraries

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The What, Why, and Whither of the Library*

A. E. Bostwick, New York Public Library

After the hurry and bustle of a busy day it is good to sit down in one's own home. Amid the rush of detail work, the countless little things each of which must receive separate and special attention and which come crowding one upon another from morning till evening, the worker has no time for that large and broader view, that more comprehensive thought that is no less necessary to the success of his work than is the keen comprehension and the quick decision that he must show in the midst of the fray. In the restful quiet of the twilight hour he may lay this all aside for the moment and try to realize the ultimate aim of his work; to ask what he is striving for and how he may best attain it. And so in this restful spot, which I think we may venture to call the home of the New York Library association, I propose that we shall for the few days of our stay get down to first principles, forgetting for the time the more concrete details of our daily work except as they may exemplify those principles and be controlled by them. What are we here for? What is the aim of our work? How in general shall we best accomplish it? These are questions that lie at the root of all we do, but we seldom have time or opportunity to consider them. Here on the shores of this quiet lake, so far from the

practical problems of our work that we can scarcely hear them knocking at the door, we may sit down and think a little.

The tendency of detail to multiply and to claim more than its share of attention has always been recognized. It is a peculiarity of the mind that it is apt to see the bits of stone in the mosaic rather than the pattern formed by them, to let the trees hide the forest, as the old French saying runs—to be unable, like Yankee Doodle, to see the town because there are so many houses. Yet the details, the individual parts, are absolutely necessary; there could be no whole without them. To a critic who found fault with Michael Angelo because he took too much pains with trifles, the artist said: Remember that trifles make perfection and that perfection is no trifle. Yet Michael Angelo's work in its virile breadth of conception scarcely suggests trifling. The trifles on which he took pains have blended in the complete work, and he took care that they should so blend, for the ideal of that work lived in his mind before it stood out in the marble. Without such an ideal our work, too, will continue to be but a meaningless aggregation of details.

What is the library for? What are we, who are in charge of it, to do with it? What point are we striving to reach, and how shall we get there?

First of all, the library is a collection of books. Books are to be used by reading them. The whole machinery of the library, its buildings, its departments, its regulations, its disciplined staff, are to bring together the reader and the book. Whatever auxiliary work the

*President's address at Lake Placid meeting, Sept. 21, 1903.

library may undertake, this must be its first task.

Now to what end is this done? A book from the material point of view is so much leather, paper and printer's ink, but on the intellectual and spiritual side it is a storage battery of ideas. To put a book into a reader's hand is to complete a mysterious circuit between the writer's and the reader's mind. This charging of the mind with ideas is what we call education. To the physiologist it is a mere modification of brain structure; to the economist and the historian it spreads further out; it is a modification of the individual's action toward the whole world; it is the alteration of the world's present status and future history. Education can not be accomplished by books alone; it can even be accomplished wholly without them; but if they are used properly, there is no one agent that can do more for education than these devices for the storage and transmission of ideas. That the library is an educational institution is now generally recognized. It is common to call it an adjunct to the school, or to speak of it as continuing the work of the school. That the school and the library should work hand in hand where it is possible, goes without saying. But I think we may properly object to any phraseology that implies the subordination of the library to the school. The library stores books and makes them available. Part of the school's work also is to make available the contents of books. The library may continue the work of the school; but so in some cases may the school merely complete the work of the library. Many a student has received his first inspiration and instruction in the library and has been thereby stimulated to enter a regular course of study. It is better to let the library stand on its own merits as an instructional agent. The difference between it and the school, fundamentally, is that the library's educational energy is chiefly potential while that of the school is, or should be, dynamic. Yet though the library is only a potential force—energy in storage—the li-

brary plus the librarian may and should be dynamic too. We then have in both school and library the book and the teacher, with the difference that in the school the book is only the teacher's tool, while in the library the librarian exists to care for the book, to place it in his hands who needs it and to make it effective. But when we have emphasized the educational side of the library's activity we have by no means exhausted its field. Its recreative function is hardly less important. A very large proportion of the library's users go to it for recreation or relaxation. They obtain this, of course, in the same way that they obtain education from books, namely, by the acquisition of new ideas or mental images. The recreation comes in from the fact that these ideas temporarily distract the attention from other ideas connected with daily work and worry, and that they ease the brain in the same way that a strained muscle may be eased by gentle exercise. Evidently it is impossible to draw a line between these two classes of a library's activity. A zoölogical or a botanical garden is an educational institution, so is an art museum. Yet the large majority of those who go to them do so for amusement, and the educational benefits obtained are incidental. Those benefits, however, are none the less real, and it would evidently be impossible to give separate statistics of those who have made educational and recreative use of the institution. Yet we find people trying to do this very thing in the case of the public library, which case is quite comparable with those stated above. It is assumed, in the first place, that the use of fiction is purely recreative, while that of non-fiction is educational; and, in the second place, that the recreative use of the library is to be condemned, or at least discouraged, in comparison with the other. That either of these theses can be sustained is very doubtful. The attempted subordination of the recreative work of the library to the educational is at best insidious. Each has its place in the scheme of things, and comparison in this case is worse than odious—it is

misleading. Further, it is positively impossible to draw a line between educational and recreative books. So far as motives go, one may read Gibbon for entertainment and Madame de Stael's *Corinne* as an Italian guide book. So far as results are concerned, the intelligent reader always acquires new ideas as he reads, and in most cases the very same idea may and does have both an educational and a recreative function. But although we can draw no line, it is quite possible to pick out books on the one side and on the other, and to assert that these are read chiefly for educational purposes and those for recreation. On which side shall the library throw its influence? There are many good librarians who feel that the popular tendency is too strong toward recreation and that the library should restore the balance by throwing its weight on the other side. Others see in the popular desire for recreative reading only a hopeful reaction from the mental tension and overwork with which, as a nation, we are doubtless chargeable. Between these two points of view I believe that the equilibrium of the public library is safe, and that it is in no danger of developing unduly either on the recreative or on the educational side.

Personally I have never felt that the users of libraries or any other type of the average American were in danger from too much recreation. If there is any use of a library that may have a vicious tendency it is its use for pure pastime in the etymological sense—the reading of books with absolutely no aim at all save to make the time pass. Now to make time pass pleasantly or profitably may be a most legitimate object. Not that, and not any lawful aim is objectionable. But aimlessness—the lack of an aim—the taking out of books to skim or to glance at, or to look at the pictures, with no desire for amusement, or profit, or anything else—that is certainly worthy of condemnation. There is more of it than we know of, and it constitutes a menace to our intellectual future. Newspaper reading fosters it, but not necessarily. Newspaper read-

ing with an aim is far better than aimless skimming and skipping of a literary classic, and I should rather see a boy of mine reading the most sensational dime novel he could lay hands on, with the definite desire and intention of finding out how Bloody Bill got his revenge, than lazily turning over the pages of Scott with no idea of what the story was about. The first would be the case of a good reader and a bad book; the second that of a good book and a bad reader. The library can easily deal with the book; it can not so easily manage the reader, though it may try to do so. In the case of the bad reader the storage battery of ideas has lost its connection. It would be well for some of us if we should forget for the moment the difference between fiction and non-fiction and should try to mend this broken link.

And now a word about ourselves. What are we, who are engaged in this work, laboring for? Why are we working, and what do we expect to accomplish? In answering this question it will be better for us to free ourselves entirely from the bondage of words that mean nothing. Some of us—I hope very many of us—are in the library work solely because we love it and can not keep out of it. Others are trying with more or less success to persuade themselves that this is their reason. Still others can not truthfully say that they have had a "call" to library work and some of these are conscientious enough to fear that they are in the wrong place and that the work is suffering thereby. To these I desire to address a word of consolation and encouragement. The impression is very general that the greatest work of the greatest minds had no motive but the productive impulse. The poet, according to this view, sings because he can not help singing. The artist paints solely to satisfy the creative longing within him; the musician composes for the same reason. Now the fact is that a man who is capable of great work or of ordinarily good work may produce it under a variety of impulses. Some act more strongly on one man; others on another; or the same man may be more susceptible to

a given impulse at one time or place than at another. Without a doubt, many of our immortal works were the result of simple inability to keep from producing them. But just as certainly, others were the work of men who had to school themselves by long practice and then to hold themselves to the work with iron determination. "Genius," says Carlyle, "is nothing but an infinite capacity for taking pains." To which a modern critic replies, "On the contrary, genius is an infinite capacity for doing things without taking any pains at all." Both are right. There are both these kinds of genius—and many others. The writer who attempts to bind down genius to rules and formulæ will have a hard task. And what is true of genius is also true of ordinarily good work, the work that you and I are trying to do in our libraries. Some of us do it easily because we can not help it; others do it with more or less difficulty under the pressure of one or another need. One, though the work itself comes hard to him, loves the result to be accomplished; another, perhaps, is toiling primarily to support himself and those dependent on him. What of that? We have been placed where we are, to secure certain results. We want the help of everyone who can contribute a share of honest, intelligent work toward the attainment of these results, and we shall not ask for motives or inquire into the exact amount of effort that was necessary, provided the work has been done and well done.

I have the greatest sympathy for the conscientious library assistant who feels that she ought to love her work in the same way perhaps that she loves music or skating or a walk through the autumn woods, and because she does not sit down to paste labels or stand up to wait on the desk with the feeling of exhilaration that accompanies these other acts, she feels that library work is not her metier.

Such workers should possess their souls in peace. It is very common for routine work to pall upon him who does it and we are all apt to think that no work but ours has any routine. Our

weary eyes see only the glorious moments of success in the lives of other toilers; we are blind to the years of drudgery that led to them. The remedy is to look forward. You may not enjoy climbing the mountain, step by step, but the view from the summit is glorious. And if to sustain yourself on the climb you think of the bread and cheese that you have in your lunch basket, I can not see that there is ought to complain of.

All over the world there are workers who feel that they are not worthy of their work. It is dull: it palls on them: But if their lot had only been different! If their work had been that of the musician or the artist! Then toil would become pleasure, and the hours that now drag heavily would flit on wings. Very little of this feeling is justifiable, and these dissatisfied workers will do better work if they are made to realize that it is only the favored few who can bring enthusiasm to the daily routine. The most that we can ask of the average worker is a conviction of the usefulness of his work and a determination to make it as useful as possible. More: such a determination honestly lived up to is sure to beget interest—that concrete interest in one's work that is worth much more, practically, than an ideal love for it. The woman who goes into slum work impelled only by a vague love for humanity is apt to give up after a little when she discerns that humanity in the concrete is offensive in so many ways. But if she forces herself to keep on, and to make herself as useful as possible, there comes the personal interest that will bind her to her task and that will increase its usefulness. So it is with library work; you need not love it ideally to succeed in it; you need only buckle down to it until you feel the personal interest that will carry you through triumphantly.

And what is it all about? In the broadest sense, as I have already said, we librarians are the purveyors of ideas stored up in books. These ideas are more to man than mere education—they are life itself. Life is growth, not stag-

nation—it involves change and acquisition. "Life is change," says Cardinal Newman, "and to be perfect, one must have changed many times." To contribute the opportunity and the stimulus for such change is our business. The child cries out to his environment—"Give me ideas and experiences; good and pleasurable if you can, bad or painful if you must, but give me ideas and experiences." Part of this craving it is the duty of the public library to satisfy. The craving may grow less keen as we grow older, but it never really ceases to exist. To satisfy that craving in legitimate ways and to guide and control it if we can is our business, stated in the broadest possible terms. That is what we are aiming at. The librarian should be the broadest minded of mortals. He should be a man in the widest sense—to him nothing human should be alien.

This is decidedly broad and correspondingly vague. Being so, it may be interpreted by every worker in the way that appeals to him most. To one, the educational work of the library will make the strongest appeal; to another, its recreational function. One may prefer to lay stress on the guidance of children's reading; another on reference work with adults. These are all phases of one and the same general class of acts—the imparting of ideas by means of books—and there is no reason why each worker should not gain interest in that work by and through the particular phase that appeals to him.

"I wish," says one of James Lane Allen's characters, "That some virtue—say the virtue of truthfulness, could be known throughout the world as the un-failing mark of the American. Suppose the rest of mankind would agree that this virtue constituted the characteristic of the American! That would be fame for ages." We librarians may, in like manner, not only wish but strive to make some one virtue characteristic of our work—say the virtue of usefulness. "As useful as a librarian;" "As indispensable as the public library." These are not yet, I am afraid, house-

hold phrases. But why should we not make them so?

Library Ethics and Good Taste

To the editor of PUBLIC LIBRARIES:

Will you allow a few suggestions in lines which might perhaps be called library ethics and good taste? I shall venture to put them in the form of categorical statements with which I think all your readers will agree, though we may all quite thoughtlessly and unconsciously violate some one of them.

A librarian responsible for arranging library conferences has no right to print the name of any person on the program without the express promise of that person to be present at the meeting and to take the part assigned him. A librarian accepting a place on a program is under obligation to the program committee and to the audience to be present and perform his part to the best of his ability. Only the most serious and imperative reasons, not to be foreseen at the time of making the engagement, can release him from the obligation.

No woman should accept a place on a library program unless she is confident that she can be heard with ease by every one in the audience.

It seems a little incongruous to read in library periodicals that Miss—of the—Library school has accepted the position of minor assistant in the—Public library, when all her friends know and most of those who read the item suspect that she is just out of the school and is very glad to take what is for the time being her only opportunity to work. After she proves her capacity by five years or more of good service, no one will begrudge the statement that she has accepted a more responsible position in another institution.

It is not in quite good taste for a woman who is a librarian in interviews with newspaper reporters, or in any other connection, to praise indiscriminately the work of women as librarians.

Respectfully, modestly and hopefully submitted to my fellow librarians.

SALOME CUTLER FAIRCHILD.

Relation of Trustee and Librarian*

Ellen D. Wilson, librarian, Steubenville, Ohio

It would seem at first thought that a subject so much discussed as this would have had all virtue winnowed from it and nothing would remain save at most a summary of all that able men have said in their exhaustive conference papers and in the discussions which followed. Of course the reason of this much speaking lies in the fact that this is a question of personalities, either allied or antagonized, and like all questions dealing with personalities, the problem differs with each new combination of librarian and trustees, reconstructing itself as often as these change. And as a natural consequence of these multi-combinations and continuous changes something always remains to be said. The constant and necessary factors among all these variants, these unknown quantities of librarians and trustees, should be, I take it, friendliness, harmony, mutual understanding, cordial coöperation.

As a matter of fact both trustee and librarian have precisely the same end in view, the same ground to cover, the same hearty desire to serve the public, the community at large, and to serve them in the best possible way; to make the library a real support and help, the very center of the intellectual life, so that the people may grow to depend upon it at all times; to foster public spirit among the masses and, to each individual, make the library a living power, a vital inspiration.

To bring this aim to fulfillment both must work together. The librarian needs their support to make her work energetic, useful, and progressive, and if she feels that the trustees are heartily loyal to her, as is she to them, the effect will be seen in the results of her work. If, on the other hand, a critical spirit is manifest and her actions submitted to a fault-finding scrutiny, she can not, I know, put forth her best efforts or do her best work. Each weak library in

the state is a weak link which injures the library cause in that state, and that injury—as all injuries affecting the library—is as keenly felt by the trustee as by the librarian, or vice versa.

That this harmony does not always exist is often sadly evidenced, and I have heard the excuse offered in extenuation that opposition promotes vigor, and that the more obstacles present themselves, the more eager one becomes to carry one's point and come off victorious. But it would seem to me that the energy expended in this strife would better go into one's work with the people and into the activities of one's profession.

Perhaps a short resumé of the respective duties of trustee and librarian may not be out of place, a suggestion of what the division of labor might satisfactorily be, for, as you know, "a proper conception of one's own duties and others' rights is a good foundation for harmony." The trustee comes first in the scheme "of things as they are" for of him and because of his will comes the librarian, and through him is the librarian given her duties. Having said this, I am tempted to quote the words already used in this connection—Shall the thing formed say to him that formed it, why hast thou made me thus? and to hasten on to follow the example of some clergymen who each Sunday solemnly inform the Almighty what his duties shall be for the coming week.

The ideal library trustee has been defined as a man or woman who has culture, who has business judgment, and who has love of books. And to this I would add what seems to me most important of all—public spirit. We have, I rejoice to say, many men fulfilling these requisites on the library boards of the country, largely because the position is looked upon as one of dignity and honor and worthy of acceptance by the best men the community affords. To these, then, falls the management of the business affairs of the library; raising the money to carry on the library work, to invest or manage it suitably, to dis-

*Read before the Ohio Library association at Columbus, Ohio, Oct. 2, 1902.

burse it carefully. To govern the library in its sense of determining its general policy and scope, not administering its affairs—that belongs to the librarian. Which brings me to the chief point, that the trustees having chosen with care and discretion a librarian in whom they have confidence, would do well to show that trust by letting her pursue her own way, try reasonable experiments and then hold her responsible for the results of her work. They are not, in all probability, trained in bibliographical or library lore and must depend on her to know her work and perform it faithfully. The trustee, it seems to me, should keep himself informed on library matters, not only those of his own library but of others. If he can find time he would gain much by attending library meetings (or, if this is not possible, reading the reports of the conferences), visiting other libraries and reading their reports to see results and get relative ideas concerning this work, and he would by these means be able to judge intelligently if the librarian under his jurisdiction is living up to her opportunities. In this way he can criticise justly and suggest helpfully, which is one of his chief duties and privileges in his frequent visits to the library. Let him encourage the librarian to take the initiative, to make her feel that she is expected to put her own personality into the work, and that she will be upheld by the trustees, who will stand between the library staff and unfair criticism from outside. Let the trustee give the librarian his advice, his co-operation, his assistance. If the librarian is not worthy of all this, then she is not worthy to be the librarian, and one of the trustee's most disagreeable duties must be performed—that of dismissing her. Finally it occurs to me that the whole board must work together, not giving way to personal prejudices or preferences, but with "liberal intelligence and hearty accord" work as one man for their common interest—the library.

One of the most encouraging signs in library times is that the trustees are no

longer mere business managers but are showing so much interest in library work, not only in the library with which they are directly connected but in the whole movement throughout the United States.

The librarian on her part, being entrusted with the detail work of the library, should do all in her power to make the library useful to the people by making books available, the library attractive, helping clubs and schools, taking advantage of all the thousand opportunities open to her today. She knows the needs of the people and the weak places of the library, so to her should be delegated the power of selecting the books with the help, perhaps, of a book board or committee. The list being prepared, it would seem wise to submit it to the trustees for approval, that they may cut or add to it at their discretion.

In the same way the choice of assistants may well be left to her, the board of course making the formal appointment, for, understanding her work thoroughly, she will also know the best kind of person to put in charge of certain portions of it. The control of these assistants also lies with her, all complaints should be brought to her, and only those she fails to adjust be carried to the higher court.

The librarian, as a matter of course, should always submit gracefully to all decisions of the trustees, even when the decision runs counter to her judgment, remembering that with them rests the ultimate authority and responsibility. She may with propriety present her opinion or request for consideration and the trustees will realize that it is not from personal motives but for public welfare she is speaking, and she will on her part remember that the trustees are obliged, to a certain extent, to act in accordance with popular sentiment, and therefore not urge innovations or force action until they have had time to feel the pulse of the public, to find out how such a movement will be received, and are ready to act harmoniously upon it.

It has been said that the relation between trustee and librarian should be

wholly a legal one, never social or personal. What pernicious and false doctrine! Exactly the contrary will make for the best results, for if she has their personal confidence and friendship it will help wonderfully. They know her ideals, her ambitions, her motives and the character from which they spring. Also her prejudices and bias perhaps, and can guard against these when she is making requests, for most of us have some special tangent which should be cut off and some part of our work which is distasteful and in the doing of which we need encouragement. Then, on her part, the librarian learns something of the individual taste and tendencies of the trustees, finds out the strong points of each and can turn to different ones in different emergencies and call on the qualifications which will count for most. One of these trustees may be distinctly a bookish man and can help amazingly in going over files and auction catalogs—he will enjoy it, too, and his interest will grow with his enjoyment. Another will be imbued with the fire of public spirit and will aid in the work of starting civic clubs and promoting university extension, etc.

A third may have a family of growing boys and girls in school and your school work will find in him a ready co-operator. Another may have excellent taste—there's a man who will appreciate bulletins, who can buy your pictures. Here's one who has great tact in dealing with people and when a difficulty arises—as difficulties do—with a recalcitrant public, by talking it over with him you may get light and help on the course best to pursue. Every one of course likes to feel that their best side is being drawn out, that they are helping along the lines where they are best fitted to advise, and passing judgment on the things where their experience and taste make them an authority. In this way you make the finest use of the most potent force in the world—personality. The trustee is developed as a man, as a power in the community and in his function as a trustee, while the whole community is benefited by his

knowledge and judgment, through your ability to use to the utmost the material on your board. The librarian being the "medium between trustee and public," she can do this to fullest advantage if she be tactful and alive to the possibilities. She can also interest each one in some special phase of library work, making them feel their individual worth and appreciate their own importance. I think this last should be impressed upon us all, trustees and librarians alike—this feeling that we are important, for if we are not of worth to ourselves we are not to anyone else, and we act more wisely, more helpfully, more thoughtfully, in direct ratio as we feel the dignity and importance of our work and our relations to it. One of the individual responsibilities of each member is to keep up public interest. Talk about the library and its value to your circle of acquaintances; each one of them has his, and the eddies spread. If you have a friend who is a specialist in some line of work, get him to give you a list of works on his subject.

It is probable that the trustees stand for different elements in the community, so their spheres of influence will differ and will reach the diverse elements which they represent. Whatever happens do not allow them to grow indifferent—that is the deadliest enemy to any work, for you just must have enthusiasm among trustees and librarian in order to arouse enthusiasm in the public and to do forceful work.

I can close this paper with nothing more appropriate than the words of Mr Crunden, spoken on this same subject at Fabyans in 1893:

To the trustees the library is a side interest, at most the avocation of a few hours a week; to the librarian it is an absorbing vocation; it is not only his source of livelihood, it is his life.

An attendant who is made to feel that a part of the work and responsibility and the glory resulting from them are hers individually, will not decline into a library machine, but will grow into a helpful member of a useful community.

Library Notes

Melvil Dewey, director New York State library

651 Haste and leisure dictation—Wherever a large mail is handled there are always certain letters that must go by return mail if possible. There are others where delay of a day or two or even a week makes little difference, and in a day's dictation there is apt to be not a little matter for reports, articles, etc., that could be delayed for a week, if necessary, without inconvenience to any one. Where several dictators use the same stenographer the first one may get all his letters, both urgent and leisure, written, while the next dictator gets none till next day. A good plan is to have each dictator use two pigeon-holes, one for haste, the other for leisure matter, so the stenographer can write out all "haste" before doing any "leisure" work.

025.7 Bindery in building—The usual experience is that no money is saved by a library that has its own bindery, but it gains three important things:

1 Better work. It buys only the best material, can control workmen as to methods and be sure of getting exactly the best.

2 Convenience. The books being constantly in the building can often be had to accommodate a reader who would be disappointed if they were away at a bindery, not to be back perhaps for some weeks.

3 Safety from fire. Binderies are usually dangerous risks. The library itself is safer and more carefully watched. Some libraries get most of the advantages by contracting for their work to be done on the premises. If the binder furnishes his own material, this must be inspected for quality. Some libraries contract for work only, furnishing their own material, and this must be watched to guard against loss or waste, and some one must make frequent visits to the bindery to see that the work, specially that which is hidden in the completed book, is done according to library standards. It is so easy to inspect both work and materials if the bindery is in the

building that this plan appeals strongly to those who dislike to take the full responsibility of the bindery. The contractor can work with his men and be sure that he gets full returns for the wages paid.

029.1 Unwarrantable facsimiles—We recognize a reason for a facsimile of an important document or of the writing of a famous author, but there is no excuse except the vulgar desire for individuality or the assumption that the reader is so green as not to recognize the fact of an imitation, in reproducing the handwriting of mere nobodies or of imitating the irregularities of the ribbon printed work of typewriters in poor alignment. It takes more space, it is harder to read and deceives no one but an ignoramus. Many people are affronted by the implication that they will think such a thing a personal letter when it was obviously sent out by the hundred to others. A circular recently received had the matter printed in perpendicular lines. Some in short sentences were printed backward, Chinese fashion. The whole thing is a vulgar straining for effect. Life grows more and more precious and time for reading is harder to get. We ought to consign instantly to the waste basket without a second look all such matter that is not printed in the most legible way so as to remove every possible obstacle to its quick reading.

055.50 Public documents—No one appreciates as well as a librarian the great value of many documents printed at public expense. No one can appreciate better than he the wastefulness and folly of much printing done at the cost of the taxpayers. As the State library by law has the general charge of the state's books and the responsibility of distributing publications to the various states of the world, we have the best opportunity to see these difficulties. Many tons of books and pamphlets are sent to this building yearly that might much better be sent directly to the paper mill if it is necessary that the cost of printing and binding them should be incurred. Yet of a few publications we have an in-

sufficient supply to meet the steady demand from people who would use and value them. I have repeatedly urged the importance of stopping the printing of useless matter at least far enough to allow printing what is really valuable. Many things now appear and are paid for in three different places. A preliminary pamphlet edition is wisely issued, then from the same type it is printed in a bound department report, then it is again included in the complete set of senate and assembly documents as if it were nowhere else available. Brief reports and other papers presented to the legislature should of course be bound up in the annual set of documents, but little is to be said in favor of including also all the department reports. Every member of the legislature and every person who gets the long set can have the separate department volume just as well and this large expense could be saved to the state, and libraries of the world, both public and private, could be saved the expense of storing duplicates on their shelves, but it is a rare thing for one to wish to go to the legislative documents to find the report of any department or officer instead of taking that report by itself where it is more conveniently consulted and where it can be more closely classified on the shelves of the library. Some libraries deliberately take these bound sets and tear them to pieces in order to distribute the individual reports where they belong, so that we have the expense of binding in sets and the expense again of tearing to pieces and rebinding in order to get on the shelves the needed report without extraneous matter. An improvement that adds to expense is often held back on that account, but when better results can be attained at less cost and when the book department of the state is crippled at every turn in its growing work by the need of money which could be spent economically and efficiently for the public benefit, it seems incredible that some method can not be found by which useless printing costing vast sums can be stopt. The function of the library is to care for and distribute as wisely as possi-

ble the printed matter which comes to its hands, but unfortunately for the taxpayer, it has no power to determine what shall be printed.

Specialization in New York state library—

No library has means or men enough to do all the useful things for which it might properly be asked. The wise plan is for each library to select as its share of general work the thing it can do to the best advantage, giving others the benefit of its labors. As we have facilities hardly equald elsewhere on subjects connected with legislation, we have chosen this field as one of our great specialties and are glad that the results of our work are being used in so many other states, thus enabling them without cost to increase greatly the practical efficiency of their libraries. In the same spirit we expect to get from other libraries results of their labors in other fields to which we are unable to give special attention.

Annual review of legislation and digest of governors' messages—Beginning with 1902 we issue a review of legislation. All laws past in all the states are submitted to a recognized authority in that subject who examines them and puts in brief form the trend of legislation of the year. Our sociology librarian, Dr R. H. Whitten, also analyzes, classifies, and indexes the governors' messages of each year, and makes a brief topical digest for those who wish to find in compact, comparative form, all comments on a given topic by chief executives in messages to the legislatures. As the formal and official utterance by the executive head of each state on public questions, these messages are the most important and valuable key to the trend of legislation and public opinion and seem worthy this new effort to make them more accessible. It is hoped that other state libraries will take up their own documents and messages and make them also available from the beginning.

A library building, to be an ornament to a place, should be, above all things, simple and dignified in appearance.

Suggestions to District Library Clubs

There were seven or eight District library clubs organized last spring in New York, in the western part of the state, for the purpose not only of improving the technical part of the library work but also to widen the interest and knowledge of the general public and the supporters of the library as to the aim, object, and scope of the institution and library work in general.

These associations were formed under the direction of the Institute committees of the New York Library association and at the recent meeting the following suggestions were included in the Report on library institutes.

Suggestions to district library clubs

The committee on Library institutes, appointed by the New York State library association, desires to suggest some of the ways and means by which the newly organized District library clubs may be of assistance in advancing the library interests of their respective districts.

1 There should be a carefully prepared and frequently revised list of all the public libraries in each district; with the number of volumes in each, the number of periodicals taken, the circulation of the past year, the days and hours when each library is open, the annual revenues of each library, the name and address of each person employed on the library staff, and the names and addresses of the trustees of each library. This list should be in the hands of the District club. All library workers should be invited to join the club.

This information and membership will be extremely valuable in determining the work of the District club.

2 Where a library founded and supported by popular vote is not yet fully established, or where its resources are very limited, a local Women's auxiliary may be formed advantageously; to co-operate in specific undertakings, with the library officials. The names and addresses of these auxiliaries and of their officers should be properly filed with the secretary of the District club.

3 Whenever possible, there should be secured in at least one local paper or in one published near each library and circulating among its patrons, certain space to be known as the Public library column: in which should regularly appear library news, both local and otherwise, carefully prepared.

The librarians ought to be very quick to use this as a medium of correspondence with patrons concerning all matters of mutual or public interest. Here should appear lists of new books, special lists for special occasions, hints to readers, suggestions to women's clubs, news from other libraries, short criticisms (original or quoted) of current books, news of the magazines, the annual or semi-annual report of the library, etc. Copies of these library columns sent regularly to the secretaries of the District clubs, will keep them informed as to all library conditions in their district.

4 It is desirable that each library should be encouraged to hold at least one public meeting each year in its own community, preferably in the evening, with a full report of its condition and needs (presented by the chairman of the board of trustees), followed by an appropriate address by some competent person, the evening closing with a "social hour." Wherever possible, this meeting should be held in the library; and if the probable attendance prevents this, then the "social hour" or "reception" should be held in the library.

These meetings, reports, and social gatherings—all for the library, all centering in the library, all calling attention to the library—may easily be made most stimulating and helpful.

5 Between the libraries of each district there should be a constant interchange of experience and suggestion, largely through the District club: or at least stimulated by this club.

Occasional inter-library loans, joint purchases, systematic exchanges of duplicates or of books no longer in demand—these and other forms of mutual helpfulness are sure to be practically and efficiently developed as time passes.

The institute committee does not undertake to suggest all the details of this work, and of other forms of usefulness which will occur to those whose open and alert minds are thus turned to consider library matters. These details must be determined by local conditions and by the experience of officers of the District clubs in other yet similar undertakings. The committee simply wishes to be sure that each District club takes up some definite work in a definite way; and hopes to hear at an early day from the secretary of each club that plans for the work—for some work—for the season of 1903-04 are well matured and have the hearty acceptance and endorsement of every member. If this general plan can be successfully carried out, this will be the most important and most fruitful year in the history of public libraries in this commonwealth.

JAMES H. CANFIELD.

A. L. PECK.

G. D. ROSE.

W. R. EASTMAN.

First Library Day at Jacksonville, Ill.

Our public library in its present form was opened last February. Several months had been spent in the work of reorganization—new methods being introduced and the books reclassified and cataloged. With a beautiful, new, well equipped building and the work thoroughly organized from within, with a public for the most part appreciative and cultured, it would seem that it would be comparatively easy for the librarian to arouse interest and gain the hearty support of the community in the work and growth of the library. During the last five months, however, this has been my problem.

Jacksonville is a city of some 16,000 people. It is distinctly educational in character, having one of the oldest chartered colleges in the state of Illinois, the largest institution for the education of the deaf and dumb in the world, and one of the most progressive of institutions for the blind. Its people are conservative in the extreme, holding to many splendid traditions of the past.

As a means toward awakening greater interest in the public library, an open meeting was planned. Invitations were given to the public through the daily papers and notices were sent to all teachers and members of the women's clubs inviting them not only to be present at the meeting but to visit and look into the workings of the library on the day of October 3d. A special purchase of books was made and these were placed on exhibition in the hall all day. Quite a number of visitors called at the library and enjoyed looking them over. The open meeting took somewhat the form of a dedication of the library—no such exercises having been held at the time of the opening—the president of the Board presenting the library to the city and the mayor replying on behalf of the people. A short talk was given by the librarian on the work and needs of the library. We were very fortunate in having secured as the speaker of the evening, John Cotton Dana, whose address on A certain library, telling of the work of the free public library, Newark, N. J., outside of the distribution of books, was admirably adapted to interest the thinking people of our community and open their minds to possibilities of library work of which they had no conception. During his address, Mr Dana applied his remarks to the situation in Jacksonville, and gave the opportunity of asking questions to any so desiring.

From the many expressions of appreciation and interest on the part of patrons who were present, we believe that the results of this meeting for good will be very far reaching. As an almost immediate result came the offer from a local art association to combine their interests with those of the library by furnishing talks in connection with a series of art exhibitions we had planned for the winter. Let me recommend most heartily the open meeting as a means toward awakening enthusiasm and bringing the library and the public into pleasanter and closer contact.

STELLA V. SEYBOLD, Librarian.

Helpful Things Done by Libraries for Teachers and Children

1 Special cards are issued to teachers on which they may draw more than the usual number of volumes at a time.

2 Teachers and principals are allowed to draw a number of volumes for, a) reading by children at school; b) reading by children at home.

3 Graded lists (sometimes annotated) of books suitable for children are printed as part of the library's finding lists.

4 Bulletins of books for special days are printed.

5 Lists of books on special subjects are printed.

6 Topics being studied in the schools are illuminated by special exhibits at the libraries.

7 Study rooms in the libraries are maintained for the pupils of the high schools and the higher grammar grades.

8 Children's or young people's rooms are maintained at the libraries, where the children may come into personal contact with a trained children's librarian and with hundreds of books on open shelves.

9 Story hours or readings for children are conducted at the libraries.

10 Training in reference work, in the use of books and libraries, in the use of finding lists, card catalogs, indexes, etc., is given by library assistants, a) to teachers at the library; b) at the library to individual pupils and classes that come there; c) at the schools to the pupils in their rooms.

11 Lectures on classification, bibliographies, and catalogs, are given by members of the library staff for teachers and normal school students.

12 Special study rooms for teachers are provided.

13 Special educational collections are shelved for use by the teachers.

14 Cases of about 50 books (traveling libraries as it were) are prepared by libraries and sent to schoolrooms to remain for a year or less, teachers to issue books for home use.

15 Branch reading- and delivery-rooms are opened in schools, in charge

of library assistants, with supply of books on hand for circulation and facilities for drawing others from the main library.

16 Assistant librarians are placed in charge of work with schools.

17 In large cities complete branch libraries are established in schools on the outskirts of the cities.

18 Special collections of books are furnished to vacation schools.

A Part of the Public

He was unmistakably a tramp, in spite of his new clothes and clean face.

His complexion and yellow hair bore marked traces of exposure to the weather. He entered the library and asked:

Where do you keep your fiction?

He was told, and after a fruitless search in the alcoves he returns and asks: Don't you have any of Josiah Flynt's works?

Yes, but you will only find one of them in Fiction—that is Powells that prey; the others are in Sociology.

Do you have Tramping with tramps?

The book is handed to him.

I know Mr Flynt! he announces, with evident pride.

The assistant shows interest and he continues:

That isn't his real name.

No, it is Willard, I believe, says the assistant.

Yes. He's called Cigarette on the road, he replies.

Did you tramp with him? she asks. With some hesitation—I met him on a box car.

Curious to know how he feels about being "written up," she asks:

What do you think of Mr Flynt?

Oh, he's certainly a genius! he replies, and he's young yet—only about twenty-eight. Yes, he's a man of considerable education.

And as he takes his book to a cozy corner, the assistant wonders how many "pals" he will recognize and how many experiences he will appreciate.

M. M. L.

Public Libraries

(MONTHLY)

Library Bureau	- - - - -	Publishers
M. E. AHERN	- - - - -	Editor
Subscription	- - - - -	\$1 a year
Five copies to one library	- - - - -	\$4 a year
Single number	- - - - -	20 cents

PUBLIC LIBRARIES does not appear in August or September, and to numbers constitute a volume.

PLEASE note change in address of PUBLIC LIBRARIES to 156 Wabash avenue, Chicago.

ATTENTION is called to the communication in another column, Library ethics and good taste, by Mrs Fairchild, because there is much truth in it that needs to be driven home. PUBLIC LIBRARIES has several times called attention to what may be fairly termed the misrepresentation of programs in the names which are placed upon them, of people who do not appear to fulfill the expectation created thereby. It is not always the program makers' fault; there are those, unfortunately, among library workers who will promise readily to appear on a program and make no apparent effort to appear at the meeting for which the program is made. There is absolutely no excuse for such proceeding, and it is due the audience and the program makers that a full statement of the matter should be given at the proper time and place in the meeting.

There is the other side also to which Mrs Fairchild calls attention—of placing a name on the program without definite authority, which is equally deplorable. It is no more fair than is the first instance, and is as much to be decried. Then there is the case which has appeared somewhat at the A. L. A. meetings, of having people on the program for no apparent reason so far as one might judge by what they had to offer. The fault here, if fault there be, may lie with the program makers, who for no legitimate reason place people on programs who are not prepared either by experience or position to address a national convention; or it may

lie with the speakers themselves who show their unfitness for the place they occupy by a lack of appreciation of, or a proper pride in the occasion; or by an overwhelming egotism which leads them to come before such a gathering too illy or too hastily prepared to do credit either to themselves or to the occasion. In all these cases there is ample ground for betterment, and Mrs Fairchild is to be commended for speaking out so far as she has, and the writer, having suffered from all the points above referred to, felt called upon to add a word.

As to the matter of good taste in "accepting positions" the moral is too obvious to need comment, further than to urge greater simplicity in speaking of library matters all along the line. History does not say that Yankee Doodle fooled anybody by sticking a feather in his hat and calling it macaroni. No more can his descendants.

THE appointment of A. H. Hopkins as librarian of the new Public library of Louisville removes from Illinois one of its strongest forces in library progress. As president of the Chicago Library club, he first proved his power of organization which afterward led to his election as president of the Illinois Library association. During his terms of office the state association grew in numbers and influence to a greater degree than at any time in its history and here more than anywhere else perhaps will Mr Hopkins' ability and presence be missed. It is to be greatly regretted that at this time in its history the association will be deprived of his help, but nevertheless it will no doubt rejoice at the larger personal field which opens up to him.

The field at Louisville is new in every way, and Mr Hopkins will carry to it not only a strength of character and large professional efficiency, but the co-operative good will of the best library workers in the middle West, which should shortly under proper conditions place the Louisville Public library in the front ranks of the best libraries.

THE conviction seems to be deepening in the minds of many library workers that a something more than mere meetings is incumbent upon library associations and clubs, in fulfilling the duty which lies upon them of advancing library standards and widening the influence of the same.

This conviction receives support by reports from the New York State library association, which through committees has done such excellent work the past two years. A publicity committee has trained and encouraged the small libraries in the matter of presenting the library, its work and its needs to the public through various agencies. The most important work however has been done through the library institutes held in the various parts of the state, and which have done more to advance the interests of the libraries throughout the districts of the state, than have a dozen state meetings of the kind that have been held in some other states recently. A number of local library associations have grown out of the institutes and the amount of interest shown by the general public argues well for library progress in their respective localities. In another place is given the suggestions to the District library clubs, which may be helpful to other localities outside of New York that may wish to take up similar lines of work. In fact there is much in the suggestions which might be profitably undertaken by an individual library even where no association is formed.

The effort of the New Jersey Library association to stand for something more than a mere meeting point, takes the form of a bulletin contributed to by the libraries of the state containing annotated book lists and items of interest and helpfulness to the various libraries of the state.

In Pennsylvania the library association is doing a very important work in advancing the classification of fiction, a full account of which is given elsewhere in this number. If proper support is given this last effort it will mean a large

step forward in the place of the public library as an educational institution and will refute much of the ill-advised criticisms of such people as the English essayist, Collins, against the library as a dispenser of fiction. While large membership and interesting meetings are essentials in proper library associations, still there is other work that can be done better by them than by anyone else.

THE compilation of opinions on the Niagara Falls meeting of the A. L. A. as published in October number of PUBLIC LIBRARIES, has aroused almost as many opinions on itself as were given on the A. L. A., and these in turn have given rise to other opinions which if expressed might lead to an indefinite period of discussion. The sole thought in the mind of the compiler at the beginning was to furnish definite argument for library workers and library trustees, in favor of attendance at the annual meetings of the A. L. A., so that it might be brought home in an unobjectionable way to many of them, that here was a potent source of helpfulness toward larger usefulness for themselves and the institutions which they were serving, which either through indifference or lack of appreciation they were passing by without availing themselves of its privileges. As the reports came in, however, and as comments have been made on them from time to time since their publication, it would seem that even those within the pale still feel a need which has not been met. There is much in the comments from various sources which is worthy of consideration by the Executive board and council of the A. L. A., and if some of the defects pointed out are remedied as they should be, a good purpose will have been served, though not in mind at the time of the compilation.

Several communications, most of which followed the lines of the comments already given, arrived too late to be included, much to the regret of the compiler, particularly the one from Mr Putnam in the mountains of Sweden.

Some Causes of Ill Health Among Library Workers*

Mary McMillan, assistant, Brooklyn Public library

Last winter was a very trying one to most libraries; an unusual number of assistants were absent on account of illness, and, as a consequence, we began to ask ourselves if the pity often bestowed upon us by our friends outside the library field had not some foundation, whereas before this we had scorned their prophecies of an early grave. We questioned one another as to the various causes that might lead to illness. Some said long hours; others, night work, irregular meals, not enough people to share the work, Sunday work in addition to the rest of the week, great responsibility and not enough pay, the constant strain of being before an unappreciative public; and all agreed that we do not get fresh air enough. Some thought too much study was required of us outside library hours; some reprehensibly light-hearted, or light-headed, ones thought we had not enough time for amusement.

Very likely there is absolutely nothing new to be said on any of these subjects for discontent. Certain it is that for eight years I have heard them vigorously discussed wherever two or three librarians were gathered together; but, occasionally, it has occurred to me that perhaps there is another cause. In suggesting this cause, let me be clearly understood as having no library or librarian in view, but a composite picture of the conditions in very many libraries. Briefly, then, is it not lack of harmony between the assistants and the librarian? This inharmonious feeling is undoubtedly produced by misunderstanding, and what is harder to explain than a misunderstanding? I confess I can only try.

When a woman applies to be admitted into a library school, an apprentice class, or a library, no effort should be spared to impress upon her the unpleasant features of the work, to bring home to her

what it means to stay till nine o'clock three evenings a week, to have only half a day in a week, perhaps not that, when she may go to see her acquaintances or have them visit her, etc.; instead of which, if the applicant is prepossessing, we strive to encourage her to enter, tell her how enthusiastic we are, how we love our work, and all the rest of it. Not unnaturally, she takes our praise liberally, thinks we are "so nice," and comes among us. Then she finds many odd arrangements about hours, meals, time off, and distribution of work, and often I have heard girls say, If I had known so and so, I would never have come into the library, but now I can't afford to leave. But, I say, were you not told all this? Yes, only I did not realize; it was not told as a hardship. We may say that the woman is heedless, she should have thought things over more thoroughly. Perfectly true; but we should have presented things more clearly.

Presenting library work as it is would probably discourage the majority of applicants, and from various experiences of my own, and those related by others, this is, possibly, what would be best. One thing we may be sure of; if a woman is determined to become a librarian nothing will discourage her, and she is the kind we want. However, we do encourage them, they do come, and when they are with us they sometimes find things not quite as they were led to expect, so there is a feeling of disappointment.

Then, all applicants are asked to fill out forms with certain questions printed thereon. One is, Have you any physical infirmity that would hinder you in your work? Every one promptly writes No. Of course they would be—well, not of this world—if they said yes. Besides, they probably do not consider their weak backs, delicate stomachs, headaches, heart trouble, and a dozen other ills that feminine flesh is heir to, as disabilities. Maybe these things are not disabilities, but if the library authorities would require a physician's certificate, the applicants would have no ex-

*Read at Lake Placid meeting, Sept. 25, 1903.

cuse for saying that the questions were so general that it was impossible to answer them in any way but by saying yes or no, and as they did not want to say yes, they said no. You can't turn a girl out just because she faints away occasionally, generally when she is getting a much-deserved reproof; or, when she is constantly obliged to ask for leave because she has worked beyond her strength; and you know that she has not worked any harder than the rest of the staff. Therefore, is it not better to make sure of a woman's good health before you engage her?

Having, however, a staff of ordinary, healthy women, there are a few things to be taken into consideration regarding them. The first is that those at the top must remember the days when they themselves were at the bottom, either in libraries or in other business, and how dearly they loved to feel themselves "one of the firm." No sane, sensible and competent woman likes to be obliged to do things in the dark; she feels that if she is considered capable of holding her position she is worthy to be told why a certain rule was made, why the things she asks for can not be given. Nor does she like to find out the policy of the library from the newspapers. She also likes to be confident that she can go to her chief in a perfectly free and frank fashion and tell him her troubles and perplexities, and that he will listen in a friendly way and not think that she is a fault-finding, discontented female. I know this will make some librarians hold up their hands in horror—Why, we should never have time for anything but listening to complaints! That is a great mistake. Women make very few complaints, and are quite capable of saying their say in a few pleasant words and going away. But it is not that they would want to be always talking; the very fact of there being such a feeling of good will between the head and the assistants of a library would do away with most of the causes for complaint. Again, a library staff likes to feel that the librarian thinks his staff the most

competent, most courteous, most altogether nice staff in these United States of America. And when it hears that its librarian does not feel this way it gets discouraged; it dreams about its work by night, and makes mistakes by day, out of sheer wondering if the head will or will not be pleased. Not, understand me, because the staff is composed of toadies—a woman who toadies is such an impossible person that she should not be mentioned—but we all know how easy it is to forget a hard day's work if, at the end of it, there is a pleasant "well done." I know that a librarian has often a hard road to travel. He has a host of people to worry him—people who want him to do what he ought not to do and who do not want him to do what he ought to do. But if he only has the faculty of making respectful, loyal, frank-spoken friends of his staff, half of his battles will be fought for him; no disagreeable people will be referred to him, and he will have neither indigestion nor insomnia.

I quite sorrowfully argue that women are queer—they have "nerves." It is the masculine fashion to scorn nerves, but no man ever scorned them as much as the sensible woman who has been found to acknowledge that she has them. How, you ask, can a sensible woman have the nerves? I am sure I don't know. She does, though, and this is one of the things to be considered about a staff of women.

To be sure the state of mind, which produces visible nerves, is usually the result of ill health. Not always, however. If there were X-rays for the mind, you would find 12 out of 14 women worrying about somebody else. The trouble is that when a woman becomes a librarian she does not cease to become a home-maker. Of course the librarian has nothing to do with this, and can not be expected to consider the private woes of his assistants, but he can be expected to consider that women in this day carry quite as heavy financial burdens as men, and need quite as large salaries.

In a library where there are a hundred and more women there are not 20 who can spend all their salaries on

themselves; they are not infrequently the support of several members of their families, yet they ought to be always handsomely dressed, and in the style that women know costs the most money—the severely plain, well-groomed style; they must not do any work beyond the seven or eight hours a day library work; if they attempt to assist at home they are not fit to do a day's work at the library, so they have to pay a servant. They need out-door air, and out-door air costs money. They ought to go to library clubs and conventions, and these cost money. They ought to attend courses of study, and teachers are not teaching librarians because they believe in coöperation but because of the money in it. They need amusements, and goodness knows it is very expensive to be amused. Now, if you see a worried look on an assistant's face that is not labeled "library worry," you may be sure it is labeled "want of a larger salary." And here is a place where the librarians do not always understand their assistants. A librarian has been known to condemn a bright assistant because she was shabby.

One might go on for a long time pointing out the various ways in which there is lack of an understanding between the librarian and the assistants of a library, but it is not wise to do so. I only suggest that it might be well if all librarians would put themselves in the places of the assistants, and try to feel as they feel, to see both sides of any questions at issue, to believe in their assistants and be confident that they were doing the best that circumstances permitted. Perfect frankness, and a kindly manner; unwavering justice tempered with mercy from those who are in authority, will cause a relaxation of the nervous strain under which most assistants work; and will surely make for a more healthy condition of life in a public library.

The mind is refreshed and invigorated by distraction and amusement; but abuse of them leads to dissipation and that leads to decay.

The Classification of Fiction*

O. R. Howard Thomson

The matter of the classification and evaluation of fiction has for some years past been the subject of much discussion, and as Mr Stevenson remarked last year, it became so much of a nuisance that one of the English library associations actually passed a bylaw prohibiting further discussions on the objectionable topic.

The immense editions of ephemeral fiction issued of late years have brought actively before thinking librarians the question as to the proper place of fiction in a public library. Should more than 10 per cent, 15 per cent or 20 per cent of our income be spent on fiction? and Should any work of fiction be purchased until two or three or five years after its issue? are some of the propositions we constantly hear discussed.

Then too fiction, and by that I mean prose fiction in the shape of novels, having been in most of our libraries thrown out "neck and crop" from the Dewey classification into a class by itself, came to be regarded as a something with a stigma attached to it; as an undesirable fact of which we were ashamed.

A little reflection however on the general methods of assigning class numbers to books, shows us how false this feeling is in many cases. Let us take for instance *The Pilgrim's progress*, which I suppose the majority of us class as fiction. The first thing we find in it is the author's apology commencing

When first I took my pen in hand,
Thus for to write, I did not understand
That I at all should make a little book
In such a mood, nay, I had undertook, etc.

Now guided by a beneficent Providence, Bunyan confined this fearful attempt at verse to the apology, the remainder of the book being in that strong, vigorous English which has made it a thing admired and loved by the people. Yet had Bunyan written the whole book in these school boy heroics, it would, in our modern libraries, have been classed

Read before the Keystone State library association, Oct. 10, 1903.

Literature (821 English poetry), and have been honored by being placed in the same category as Ella Wheeler Wilcox's verses.

Why should Cymbeline be called Literature (822 English drama: and the Decameron from which it was taken, Fiction? Why should John Keats take his Pot of Basil from that same storehouse, and immediately have it placed in Literature (821 English poetry) merely because he wrote the tale in stanzas while the Italian used his musical prose? Bear in mind that I am not objecting to the word fiction, if fiction be recognized as an integral part of literature, but I wish to protest against the word fiction being used as a word of reproach.

Is not a person obtaining more good from reading *Les Miserables* than by reading *Mother Goose*? Yet *Mother Goose* is Sociology (398.3 Folk lore) and *Les Miserables* is Fiction.

Perhaps of two persons frequenting a library, each borrows during the year six books, the first: Grimm's Fairy tales, Sociology; Clemen's *Adventures of Huckleberry Finn*, Satire-humor; Cox's *Brownies*, Sociology; Jerrold's *Mrs Caudle's* curtain lectures, Satire-humor; Wilcox's *Poems of passion*, Poetry; Bang's *Bicyclers*, Drama.

While the second borrows: Dickens' *Tale of two cities*, Fiction; Hugo's *Notre Dame*, Fiction; Hawthorne's *Blythedale romance*, Fiction; Ather-ton's *Conqueror*, Fiction; Zola's *Dr Pascal*, Fiction; Ward's *Robert Elsmere*, Fiction?

The first we report as a studious reader, as one who has read nothing but class books, while the second who has successively dipped into the French revolution; become acquainted with the architecture of *Notre Dame*; understood something of the *Brook Farm*; wondered at the precocity of the man who has been termed the eighth wonder of the world; shuddered at the possibilities of the laws of heredity; and appreciated the position of a conscientious atheist; is reported by us as a mere reader of novels.

Again let us look at our selection of what we term Satire and humor. Most

of us put Gulliver's travels there, but I wonder how many place in the company of the mad Dean, Don Quixote. How many of us place The citizen of the world comfortably under 827 or 828 and leave Hajji Baba under fiction?

Mr Dewey was right when he provided a place for prose fiction in literature and in the papers read before the library clubs in the last year or so. I think that we all may discern a growing realization on the part of our prominent librarians of the educational as well as the recreative value of prose fiction. And it was with the wish to further this realization of the educational value of fiction, that two years ago a committee was appointed consisting of Joseph G. Rosengarten, William M. Stevenson and John Thomson to report on the possibility of the classification of prose fiction. This committee was succeeded by one composed of William M. Stevenson, John Thomson, and Albert R. Durham, and this latter committee stated last year that they would endeavor to have an actual test made in some library or libraries, the classification used to be built up as much as possible upon the Dewey decimal system.

The Free library offered the committee to make the test at the Wagner institute branch, and we immediately proceeded with the work.

In arranging the details, it was decided to keep these points in view:

First: That the system must be inexpensive.

Second: That it must not necessitate the rewriting of a single catalog card.

Third: That it must not require any alteration in shelf arrangements.

Fourth: That it must be perfectly intelligible to the public, whom to help could be the only justification for the work.

This last consideration rendered useless the suggestion that has been made to add figures to the book-slips, thus the book-slip for Dumas' *Queen's necklace* was to have a nine added to indicate History.

We therefore selected 18 "catch

words" or "classes" resolvable into Dewey numbers, thus:

100 Philosophical, Psychological, Ethical.

200 Religious.

300 Sociological, Economic, Social classes, Customs, Legendary, Mythological.

400 Philological.

500 Natural science, Animal life.

600 Useful arts.

700 Fine arts.

800 Literature.

900 Historical (sub-divided).

910 Travel-descriptive.

B Biographical.

Of these "catch words" or "classes" we had small rubber stamps made of a size to fill the bottom third or quarter of an ordinary outside book label. By this means the class assigned to each book was stamped on its outside label, thus plainly indicating to anyone glancing over the shelves the nature of the novel so stamped. The class was also stamped on the catalog cards some way beneath the call number and on the book-plate and book-slip.

No books were assigned to any class which did not fully justify it. Thus while Stanley Weyman's *Count Hannibal*, with its account of the massacre of St Bartholomew, was classified as Historical-French, the same author's *Memoirs of a minister of France* was rejected. Cyrus Townsend Brady's *Hohenzollern*, with the four principal characters bearing names blazoned in history, was likewise denied admittance to the historical list; nor will the author cavil at this, as he calmly confesses to have written a love story first and then added historical names, to make it more interesting, or I suppose more profitable. In short, no book was assigned a classification that was not distinctly didactic, controversial, or historical.

It was also decided to take the residue, and, where it was thought it would be helpful to readers and students, to assign to them supplementary headings. The headings selected were as follows: Adventures, American Indians, Character sketches, Detective tales, Life

(under the names of countries, thus English life, Hungarian life, etc.), Military tales, School tales (including college stories). Rubber stamps of these supplementary headings were made, and the books treated in the same way as those to which class headings resolvable into Dewey numbers had been assigned.

The Board of trustees are having results of the work done, printed in the form of a dictionary catalog of Prose fiction in the Wagner institute branch of the Free library of Philadelphia. Under the author heading in addition to the class heading assigned, a short note has been added, giving the idea of the character of the book, the thesis it is intended to defend, or the conditions that it represents. If historical in addition to the dates, a few of the characters introduced are given, as well as where space permitted, some of the more important historical occurrences, while those classed as Travel-descriptive have a list of the principal places described. Those classed as Biographical, in addition to appearing under the heading Biographical, appear also in appendices to the various divisions of Historical.

Under the subject headings a few explanatory words are given, thus under Religious one would find

Bayly, A. E. Donovan.
Atheism to Christianity.

Zola, Emile Lourdes.
Roman Catholicism to skepticism

though no such notes are appended to the supplementary subject headings. The title entries, of course, simply give title, author, and class.

In all cases we have endeavored to follow the arrangement of the Dewey classification, thus: As others saw him and The martyr of Golgotha, virtually lives of Christ, are classified as Religious not Biographical. Novels on the gambling and liquor question are placed under Ethical as are also the so-called "problem" novels, the Dewey numbers for these being 175, 178.4 and 176.

Again to take the novels dealing with hereditary insanity Witherspoon's Doctor Ben, which is chiefly concerned with

the treatment of the disease, appears under Useful arts (medicine); Douglas' Question of silence, which goes more into heredity itself, appears under Natural science, while Price's Just impediment, which discusses the moral duties of the victim of this curse, appears under Ethical. The Thirty years war has been considered as Historical-German, and the Crusades as Historical-Medieval. Ordinary historical novels have been classified according to the side from which they are written, thus Erckman and Chatrain's Waterloo is Historical-French, while Henty's One of the 28th is Historical-English, though both treat of Waterloo.

Having completed this work, I was asked Is the work worth while? to which I could not conscientiously reply except by saying Yes and reiterating it.

Roughly speaking there are some 4900 titles included in this catalog, which is made a part of this report; and of these 4900 titles, 1800 titles were assigned class headings which I have described as "resolvable into Dewey numbers," that is about 37 per cent, while about 1100 other titles were deemed capable of receiving the supplementary headings, or an additional 23 per cent, and it should be remembered that while some of these latter headings indicate the mere recreative function of the books so designated all those designated English life, New England life, Polish life, etc., have a distinct educational value.

Of what then, may be asked, does the residue consist? It consists of matter almost as varied as that classified. It contains many of the treasures of literature, such as Pickwick papers, The history of Mr Samuel Titmarsh, Evan Harrington, The bride of Lammermoor, and Tristram Shandy. Moral tales abound from Miss Edgeworth's Harry and Lucy, commencing with Harry was brother to Lucy, and Lucy was sister to Harry, down to Arabella and Araminta stories, commencing Arabella was four years old, and Araminta was four years old. There are also tales of poor boys supporting mothers, and of poor mothers supporting boys, and I am afraid some

of little girls instructing their parents in theology. There are collections of short stories, which unless containing a titular story, were of course in most cases not susceptible to classification. There are love stories innumerable, from the old-fashioned three decker divided into 27 books, down to the modern vignette which brings about the required marriage in 150 pages, the book being a duodecimo and the pages having wide margins at that. Lastly there are books which are like the famous German train, that started from nowhere and after running some hours arrived nowhere.

I have taken up so much of your time already, that I fear I may have exhausted your patience, but I should like before closing to express a few of the impressions I received as I waded through this mass of 4900 novels. Nor do I wish to omit taking this opportunity of publicly expressing my thanks to Marion V. Smith, of the Wagner institute branch, for her valuable help throughout the work.

First, then, I was surprised at the earnestness of the writers, many of whom used fiction as a means of making a sociological pamphlet more palatable. Thomas More's Utopia and Bellamy's Looking backward illustrate what I mean. This platonic sort of attack upon existing social conditions is varied by an attack based on a different system, but which is probably more effective; one that takes the form of an intensely interesting narrative depicting evils that exist and sometimes decrying them, with a vigor strong in the belief of the righteousness of its cause. Of this type one readily recalls Stowe's Uncle Tom's cabin, Reade's Foul play, Jackson's Ramona, Clark's His natural life, etc. And should one hesitate to admit that these are sociological works, we can only point to the abolition of slavery, the suppression of the "coffin-ship" trade, the improved treatment of the Indians, and the passing of the penal settlement, and then ask the doubter to deny the part these novels performed in these beneficial works.

Of religious novels it would be vain

to speak. Skepticism and atheism walk naked and unashamed through Zola's trilogy of Lourdes-Paris, Rome; churchmanship subservient to politics, and politics dominating churchmanship are depicted in minute detail in Short-house's John Inglesant; a conscientious atheist struggles up to the light and permits you to see each mental process in Lyall's Donovan; MacDonald's canny Scotch ministers argue subtle points of Calvinistic theology, Cooper's Sea lions was written to prove the doctrine of the Trinity, while the authors less well equipped, like Mrs Caroline Mason, who in her Wind flower treats the doctrines of "trans-substantiation" and the "real-presence" as absolutely identical, are legion.

Does it appear probable that one can get anywhere a keener dissection of the rotting of a decent mind than in Frederick's Damnation of Theron Ware or of the vileness of the superficial than in Grant's Unleavened bread; or to balance these things that make us ashamed of our race, from whom can we receive higher counsel to do good and to renounce self than from George Eliot, through the actions of her Maggie Tulliver?

Would you know of the mysticism that saturated Germany in the eighteenth century, few books will give you a better idea of the hopelessness of its ramifications than George Sand's Countess of Rudolstadt. Did not Longfellow set his pearls of criticism in Hyperion, and Goethe enshrine opinions of dramatic art in Wilhelm Meister? The art of Italy is alive in Corinne and music may be heard between the pages of Charles Auchester and Rumour.

The historical and biographical novel has been decried on account of its inaccuracy. Shall we rid ourselves of Shakespeare because he placed a sea coast to Bohemia, or because Troilus and Cressida is little more than a travesty on Homer? I remember noticing in Freeman's General historical sketch, the entire Trojan legend was dismissed with a curt remark, Scholars no longer believe that the war of Troy is a true his-

tory, and yet I with hundreds of others got the most of what little history I have from Freeman.

More French history, adulterated as it may be, is gleaned by the masses from Dumas than from Carlyle and Guizot. In the Wagner institute branch last year, we issued 3672v. of Dumas; while the children borrowed 3810v. of Henty. Ivanhoe was issued 286 times; The Spy, 149 times; The last days of Pompeii, 190 times; The tale of two cities, 123 times; and the meaty volumes of Sienkiewicz's trilogy of Polish history, The deluge-Pan Michael-Fire and sword, 238 times. Warwick, the "king maker," is more alive in the Last of the Barons than in the pages we studied at school, and Luther seems present with us when we read the Chronicles of the Schonberg-Cotta family.

But of the modern novel Gertrude Atherton has given us The conqueror, Merezhkowskii his Life and times of Leonardo da Vinci, and few who have read them will doubt their permanent existence. Nor is it long as time goes since Meredith gave us Beauchamp's career, and is there anything that has been written that will give a foreigner such a correct picture of English radicals, Tories, and liberals? If a man desires to learn of the cod fisheries on the Great Banks, will encyclopædias or books of travel give him the information that Kipling does in his Captains courageous?

The work I have done can only be considered tentative, it was done on a collection of books, that from the circumstances might be said like Topsy rather to "have grown" than to have been selected.

Taking these 4900 titles, as a basis from which to start, I should like to see a committee appointed to carry on this work; to secure the coöperation of our large libraries, to put the system in active operation, and finally to publish not later than 1905 a selected list, annotated and classified as this list is, of the best 10,000v. of fiction written in or translated into the English language and published prior to 1903

Lake Placid Library Week

While many of the familiar faces usually seen at the opening of library week were absent this year, yet a goodly number met at the beautiful Lake Placid club for the annual conference.

The meeting opened on Monday night, September 21, with Pres. A. E. Bostwick of New York city in the chair. Mr Dewey gave his customary cordial welcome to the librarians to what he properly termed well-beloved Lake Placid.

Publicity

The first report was given on Publicity by the chairman of the committee, Miss Hazeltine. She told what was done, so far as clippings and reports showed, to bring the library prominently before the public in the various cities and towns of the state. The activities looking toward publicity covered newspaper discussions, public receptions at the library, special invitations, sermons, and magazine articles. It was the sense of the committee that these things were legitimate efforts done in a fitting, tactful way, not as advertising, but as a means of impressing the public with the value of the library as an educational force.

Special book lists

Mrs Elmendorf, for the committee on Special book lists, explained that the committee felt that the new A. L. A. catalog, to which two of the committee were invited to contribute, was the more imperative demand during last year, and so had given the time and work along that line, making it impossible to prepare the other lists. This in no way meant that the lists were to be given up, and Mrs Elmendorf, for the committee and personally, expressed the sincere wish that the important and valuable work of making lists of good books be continued and the result published in an important periodical.

Mr Elmendorf followed, speaking of the great demand that was made for these and similar lists issued by the Buffalo Public library, and urged the continuance of the preparation of the lists.

Mr Eastman of Albany gave a résumé of the library legislation in New York state during the past year, most of which referred to special libraries.

Mr Bostwick then delivered the president's address, a practical, clear exposition of the function of the public library and the relation and place of the librarian in them. (This address will be found on page 397.)

Library institutes

The meeting Tuesday evening was devoted to a report of the library institutes held during the past year. It contained many evidences that the meetings were both pleasant and profitable. In addition to the report of the committee, (see p. 407) individual members gave many pleasant incidents of the meetings in various parts of the state.

The committee recommended the passage of a resolution calling the attention of the board of regents of the University of New York to the good work done by the institutes, and asking that the work be taken under the direction of the regents, and that the expense be borne by the state. This led to an animated and lengthy discussion, wherein it was urged that as library work grew into its proper place as an educational force, librarians must be graded, registered, and licensed as teachers and other professional people are. There seemed to be some hesitation about adopting the resolution of the committee, and the matter was finally laid on the table to be taken up as a special order of business at the next meeting.

At the opening of the meeting Wednesday evening, Mr Thompson, of Philadelphia Free library, gave an account of the work undertaken in his library under the supervision of the Keystone State library association, in the matter of classifying fiction.

The work was done in the Wagner branch of the library by Howard Thompson. It proved a laborious task, but a classification has been made and is ready for discussion. It was found that 60 per cent of the fiction can be put under the decimal classification. It is the hope of

those interested that the work will interest a large number of libraries to the end that a large classification may be worked out and made practicable to a large number of libraries. If it can be shown that 60 per cent of fiction is useful, solid reading it will mean an advancement of the standing of the library with the public authorities, newspapers, and magazines. A statement of the whole matter will be sent out from the Gettysburg meeting of the Keystone State association.

Library extension

The remainder of the evening was devoted to library extension. This term, by the discussion which it brought out, was made to cover every form of work of an educational, inspirational, and innocent recreative character which was not adequately covered by any other institution of a place.

Mr Dewey made the principal address, and, with that far-reaching vision which has led library work to occupy advanced ground before many another has recovered breath from astonishment at the proposal, he mapped out a future in which the library would indeed be the people's university. Books would form only part of their equipment for circulation. Pictures of all kinds, microscopes, telescopes, special museum specimens, herbarium, geological hammers, photographic apparatus, would be furnished for the use of the public.

Chemical laboratories, dark rooms, and other facilities for study and investigation, now to be found in the universities only, would be a part of the library fittings. The question was discussed with great freedom at its close.

Mr Brandegee of Utica offered a substitute resolution for the one offered on Tuesday evening by the committee on institutes. The substitute resolution called the attention of the board of regents to the progress made, acknowledged the help received from the state, and requested a continuance of the same. The substitute was adopted and the report of the committee on institutes was accepted.

Thursday morning a round table was held in which there was an informal discussion of library methods, conveniences, manners, customs, and costumes.

The first part of the Thursday evening session was taken up with the discussion of the health of library assistants and the best means of preserving it. The paper of the evening was prepared by Mary McMillan, of the Brooklyn Public library, and read by Miss Hazeltine. (It is given on page 412.) In the discussion that followed, it was brought out that where reasonable attention is given by the library administration to the physical needs and comfort of the staff, that library assistants as a class are not more given to illness than are any other class of workers. The causes that contribute to ill health so far as the library is concerned are lack of proper rest rooms, irregular hours for eating, cold lunches, poor ventilation, and lack of harmony in the library.

The librarian of Lake Placid by request exhibited and explained the fumigating apparatus which is used there for disinfecting books.

The committee on library training reported as follows, through its chairman, Mr Brandegee of Utica:

Report of committee on library training

To the New York Library association:

This committee was appointed at the Lake Placid meeting last fall to examine into and report upon the extent, scope, and efficiency of the agencies for professional library training available to residents of this state.

When the committee was appointed, there had been no authoritative or thorough examination made of this very important subject. We soon found, however, that there were two very competent and energetic committees already at work upon this question; one, that of the Western library meeting, having for its chairman J. I. Wyer jr, librarian of the University of Nebraska, and the other the A. L. A. committee, of which Mary W. Plummer, of Pratt institute, was chairman, the other members of her

committee being some of the best representatives of various library schools

The A. L. A. committee reported at the Niagara meeting in June last. Their report is published in full in the proceedings of that meeting, and has probably been carefully examined by a large majority of those here present.

That report is so complete, so clear, so exhaustive, and withal so judicial and impartial in its findings, that we might well perform the task given us if we did but urge emphatically upon the members of this association to read thoroughly and then re-read and remember the whole of that report.

The investigation of the A. L. A. committee covered all of the recognized existing agencies or sources of library training in this country. These sources were classified under six heads:

- 1 Library schools, which included reports from nine institutions professing to give technical and professional library training sufficient to qualify one for practical library work.

- 2 Summer schools of library economy. Nine of these schools reported.

- 3 Apprentice classes conducted by librarians in connection with public libraries. Twenty-three libraries reported under this head.

- 4 College courses in bibliography and the history of printing. Eleven colleges reported such courses.

- 5 State normal school courses in library economy. Twelve state normal schools or colleges, all but one of which were either in Illinois or Wisconsin, reported.

- 6 Correspondence courses. Two private individuals and one institution were reported upon.

The report of the A. L. A. committee is based upon answers received from the aforesaid agencies to a series of written questions propounded by the committee. A different set of questions was submitted to each class of agencies. These questions may be resolved as to their character into five categories:

- 1 Those regarding the official position of the school or course, and its object.

- 2 Entrance requirements.

- 3 Nature and method of instruction.

- 4 Final tests and credentials.

- 5 Supplying of positions to students and of assistants to libraries.

The questions thus asked each class were searching, definite, and comprehensive. From the answers received the committee has summarized existing conditions in a masterly manner.

While it would be instructive to follow the A. L. A. report through all its interesting and suggestive details, nevertheless, for the purposes for which our committee was appointed, three of the classes reported upon by the A. L. A. committee seem to be quite beyond the scope of our inquiry, namely, the college courses in bibliography and the history of printing, the normal school classes in library economy, and the correspondence courses. Library schools, summer schools, and apprentice classes, are within our province.

The thoroughness of the A. L. A. report upon these three classes throughout the country at large, makes it superfluous for us to discuss any of them except those within our own state. For the sake of completeness we may also refer to the library institutes held in New York state as a means of training additional to those contained in the report of the A. L. A. committee.

We may briefly allude to the remaining training agencies as follows:

- 1 Library schools—There are in this state three schools giving winter courses: The New York State library school at Albany, the Pratt institute, and the course in Library economics at Syracuse university. The Library school at Albany and the Pratt institute school have been so long established and are so well known by successful achievement and by the enviable reputation and standing of their graduates, that they need no introduction to this association. Because of the extreme rigor of their entrance requirements, the breadth and completeness of the curriculum of each and the very limited number of students which can be accommodated in their classes, these two schools

may be considered mainly sources of training for library positions in the larger and more highly endowed libraries. The graduates of these schools are in constant demand in such libraries in this state and elsewhere and they can and do deserve and receive salaries which prevent their employment by the very small libraries. We hope the time is not far distant when the students in the Albany school may have larger and more frequent opportunities for practice work in circulating libraries and that facilities at Pratt may be so increased as to permit of larger classes without any decrease in the careful and constant personal supervision which is such a factor in the success of the present school.

We regret that we can not in point of efficiency class the course at Syracuse university with those at the two schools just spoken of. That we can not so class it is owing to the discouraging conditions there existing, as disclosed by the A. L. A. report. These are, briefly, that none of the instructors has had either a professional education or practical experience in library work outside of the work of that school or the University of Syracuse. Further, the burden of teaching almost the entire elaborate course advertised by this school is laid upon at most two individuals, which, of course, is prohibitive of the best results. It does not appear, furthermore, that systematic training or expert supervision is given the students in practical library work. We sincerely hope that the authorities of the Syracuse university will soon be able to increase their facilities for library training and supplement the devoted and painstaking efforts of the present teachers by a larger faculty of instructors experienced in modern library methods and lore, and that the school may impose more rigid entrance requirements and be careful thoroughly to test the proficiency of students before conferring degrees, certificates or diplomas.

2 Summers schools—The summer schools in this state are two in number, to wit: The New York State summer library school, held at Albany, and that of the Chautauqua institution. The term of in-

struction in each is six weeks, and the classes are made up almost exclusively of those already actively engaged in library work, and of those who have secured and are about to enter upon paid positions. These schools, for the purposes for which they are available, attract a large number of pupils, and are efficiently conducted and do excellent work. Pupils come to them from widely separated parts of the country. This testifies to the good repute of the schools, as well as to the universality of the need felt for good professional training for librarians. So long as the classes are large enough to tax the capacity of the schools it might be well to sift some applicants as to capability and fitness and to discriminate in favor of those who promise the best results.

3 Apprentice classes—These classes, as treated in the A. L. A. report, vary so materially in methods and in purpose in the different libraries conducting them that no general conclusion can be drawn as to their efficiency.

The necessary lack of uniformity of methods in meeting local conditions, together with the difference in standards and nomenclature is a serious hindrance to the task of correctly estimating the relative advantages and demerits of these apprentice classes, and we can only state that in our judgment persons seeking to enter them should realize the limitations of the opportunities afforded for study along theoretical lines as well as the difference in the amount of personal supervision available at the different libraries conducting these classes.

After thus summing up the main features of the A. L. A. report we can not refrain from urging the desirability of greater uniformity between the various agencies for library training. We emphatically urge even if a greater similarity of methods be not desirable, that there should be uniformity in nomenclature, for, as is forcibly suggested by the A. L. A. committee, the various training agencies often mean such different things by the same terms that it is extremely difficult to compare intelligently the work which they are doing,

or the promises which they make, or the courses which they offer. There should be a much more general agreement among the libraries and agencies as to the proper understanding and definition of such terms as "economy," "management," "cataloging," "statistics," "supervision," "certificate," "diploma," and many other terms which are frequently used but variously applied.

We desire also to make it clear to any members of this association who have not examined the question of library training, that the various agencies and sources classified by the A. L. A. committee are so classified, because they do not, and are not intended to, stand for the same thing. To say that an individual has had "library training" may mean much or nothing, for that very elastic and much misused term covers attendance at the sessions of a single institute, and also the completion of an entire school, college and library school education extending over 14 years of hard and effective work. It should be clearly understood that the institute does not give or profess to give the kind or extent of training to be had in a summer school, nor does a summer school turn out librarians equipped as are those who have had the advantages of a full course in the better library schools. Each agency is intended to cover a part, and only its own especial part of the field.

As we have hereinbefore intimated, a library small in resources and influence can not secure the services of a highly trained expert, nor would a person who has taken a short course in an apprentice class or at a summer school expect to be considered a fit candidate for the librarianship of a large and important library.

Notwithstanding the variety of sources offered for library training, your committee feels that the opportunities are still grossly inadequate to the demand. Those library schools worthy of the name are necessarily confined to the education of a very few and these the best qualified and most highly educated of those seeking to enter the profession.

The summer schools, by force of cir-

cumstances, are limited almost entirely in their clientage to those who are at present actively engaged in library work, and even if it were otherwise the term is so short that the course of study to be in any way complete must be extended over a series of several years.

The institutes, notwithstanding the enthusiasm with which they have been received, the devoted earnestness of those who have attended them, and the eagerness for enlightenment which has characterized them, are nevertheless far from furnishing any adequate professional training. They are rather in the nature of stimuli to investigation and study, than of actual educational value.

It is believed that there is a very large number of persons in this state capable of doing excellent library work some of whom are in subordinate positions in the larger libraries, others are librarians in small places, and others also who can not meet the entrance requirements of the library schools, or who have not the means or time to take the course prescribed at those schools. These individuals, we believe, desire and deserve a more complete training than can be obtained at the summer schools. They require a more systematic and broader course, and more direct personal guidance than is now practical in apprentice classes in a large library.

The suggestion which we leave with this association at the close of this report, as practically applicable to the library situation in this state, is: Would it be wise to attempt a bringing together of the professional teachers from the library schools and the persons thus anxious for some professional training, through a modification of the apprentice class system in the large public libraries?

Is it not possible to work out a plan by which certain of the larger public libraries may, with their consent, be designated as places for the institution of training classes to which there shall be assigned from the library schools or elsewhere, competent teachers who shall conduct systematic and thorough courses in the essential and elementary branches

of library training? The students in these classes would acquire their practical training at the library where the class is situated. They should pay a fee for their tuition, which fees should be devoted in part to the payment of the teachers' salaries and in part to the reimbursement of the library in which the class is held. It would probably be well not to confer any degree or diploma for a course in such a class, but at most to give a certificate stating what amount of time had been devoted to the work, with an outline of the course satisfactorily completed and a reference to the class record and to the instructors for information as to the proficiency of the pupil.

Your committee believes that there are large numbers in this state who desire and need some such training as might thus be afforded. It does not appear as an advocate of any particular plan, but it does earnestly call attention to the situation and urges upon this association the advisability of devising some remedy which shall be adequate and beneficial.

It must never be forgotten in discussing the question of library training, that the library world is a large one and includes all sorts of people and conditions. The qualifications required by small and large libraries of candidates for library positions, and often those required for different positions in the same library, are widely variant.

Is it possible for any of the present training agencies to lead any of their pupils to attain all of these qualifications?

Or, as a matter of fact, can there ever be established a standard of training for all library activities, and the various agencies so arranged or classified about this standard so as to afford a reasonably sure guide both to those seeking and to those offering library positions?

We do not attempt to answer this question. We do not think that, as yet, it admits of a definite categorical answer. But we do believe that in finding an answer to this lies, in great measure, the hastening or delay of the library

movement in America, and we also believe that the only way to get an answer is to continue to study the needs of the libraries and to investigate and make public the value of the different training agencies in the same forward spirit which led this association to place this subject on its program and with the same thorough and impartial candor which distinguishes and dignifies the report of the committee of the A. L. A.

COMMITTEE.

At the close of the report Mr Elmendorf spoke of what he claimed were the absurd requirements of library schools in giving library training. He said with considerable warmth that he thought to require a man who had finished his regular college course and received a diploma, to pursue a two-years' course further in a library school was ridiculous.

Mr Dewey followed, speaking first of the correspondence course. He said there was a call for it from librarians who could not go either to the regular school or to the summer school but who were anxious to improve their library systems and these would be helped by the correspondence course. As to the length of time required at the library school, their thought was to lengthen the term rather than shorten it. No professional man in other lines thinks of going to work as a professional man right out of college. Until colleges arrange their courses leading to library work on a more efficient and systematic way, it will be necessary to have a two-years' course in a library school rather than less. Miss Foote, of the New York Public library, explained that their apprentice class was to prepare workers for their own library, and was planned in no wise to give library training in general.

Friday evening was given to a stereopticon lecture by Mr Eastman on new library buildings in New York state.

The last session was held on Saturday afternoon. At the opening of the meeting Mr Elmendorf told of the Mutual relief association which has

been organized among the employes of the Buffalo Public library. It is purely a voluntary association, to which the members contribute a fraction of a per cent of their monthly salaries to be used as a sick benefit and burial fund. It is officered by the employes under their sole management and safeguarded by rules and regulations in its operations in such a way as to make it practically impossible for injustice to be done anyone.

Then followed

Duplicate pay collections and the New York law

W. F. Yust, Assistant state inspector of libraries,
New York

The legal side of the question is almost entirely a matter of speculation. In this state libraries have been chartered by the legislature, by the secretary of state and by the regents. Where the intention was to establish a free library it is generally so stated in the charter, and when appropriations of public money have been made therefor by the municipality or by the state it has been done with the understanding that they should be free. Do these so-called free libraries violate the provisions of their charter in maintaining a duplicate pay collection? It may produce a profit for the library or just pay for itself or it may be operated at a loss. In any case the funds, the building, the staff, and the machinery of the library in general are used for the benefit of a favored class, and it seems as if a case could be made against the trustees for the misuse of public money. It would probably not be sufficient cause for revoking their charter, but the trustees might be enjoined from charging for books, and the local appropriation withheld until the library abandoned the pay collection. There is no established precedent on the subject.

Libraries receiving state aid have also to take the state department into consideration. According to section 50 of the University law such a sum as shall have been appropriated by the legislature as public library money shall be paid annually by the treasurer accord-

ing to an apportionment by the regents for the benefit of free libraries. The Public libraries division is careful to see that libraries sharing in this apportionment are free according to the letter and the spirit of the law, but it is not at all likely that the department would sustain any serious objection brought against any of these libraries on account of a duplicate pay collection. As a matter of fact very few of them have such a collection. Whether it would be good policy for a given library to establish one is a different question, which must be left to the judgment of the local authorities. Many of our small libraries are not tax supported and hence their right to do so would be unquestioned so far as the municipality is concerned. But in these cases it is the aim of the library to make itself so popular that it will be able ultimately to secure tax support. Some of them have a hard struggle for existence against ignorance, indifference and open hostility and it would be exceedingly unwise to strengthen any opposition or lose friends by the introduction of the pay element.

Section 37 of the University law provides for a vote of public money toward the support of these libraries, though they are not owned by the public. The following amendment was made to this law by chapter 481 of the laws of 1900:

Provided, That the trustees of any institution supported under this chapter by public money, in whole or in part, may, so far as consistent with free use by the public at reasonable or specified hours, close any of its museum collections at certain other hours for study, to meet the demands of special students or for exhibition purposes, and may charge an admission fee at such hours, provided that all receipts from such fees shall be paid into the treasury and be used for the maintenance or enlargement of the institution.

Although this amendment refers only to museum collections it has a bearing on this discussion as showing the spirit of the law and possibly indicating the line of argument that a court decision would follow. The Metropolitan mu-

seum of arts in New York is free to the public daily except Mondays and Fridays when a charge of 25 cents is collected. The Brooklyn institute of arts and sciences makes the same charge on Mondays and Tuesdays. If a free museum can make a charge at certain times, thereby necessarily and intentionally limiting the use of its collection, why should not a free library do a similar thing and extend its usefulness?

Mr Peck, from the committee on resolutions, presented the following, which was unanimously adopted:

RESOLUTIONS

The members of the New York Library association wish to express their sense of bereavement and deep sorrow caused by the death of four of its members, Mrs J. H. Rylance, Hannah P. James, M. S. R. James, and Charles Ammi Cutter. Their professional work is so universally known that it needs no comment by us, but we realize that the profession has lost four of its most efficient and scholarly workers. Every member of this association feels to have lost in each of these a personal friend whose memory he will cherish for all time.

That these resolutions be entered on the minutes of this association and that copies be transmitted to the respective families of our late members.

Mr Bostwick then introduced the incoming president, Mrs Elmendorf, who in a few happy phrases accepted the responsibility for the meeting of 1904 and asked the help of the members in making it a success.

The following officers were elected: President, Mrs H. L. Elmendorf; Vice-President, J. E. Brandeggee; Secretary, Mary Emogene Hazeltine; Treasurer, E. W. Gaillard. Committee on library institutes, A. L. Peck for three years; committee on legislation, A. L. Peck for five years; committee on publicity, Josephine Rathbone, Grace D. Rose, H. L. Elmendorf, Florence Woodworth, Caroline M. Underhill; committee on reading lists, Mrs H. L. Elmendorf, Miss Hazeltine, Miss Wheeler.

The meeting then adjourned.

Library Gifts in Michigan

The State Library association of Michigan has compiled a report on the libraries in the state, and not the least interesting part of it is the exhibit of private munificence in building libraries for public use. Here is the list:

Ryerson public library, Grand Rapids, \$250,000.

Mrs Marian Hall Fowler of Ionia, fine residence for free public library.

The late Charles Willard of Battle Creek, \$40,000 for a public school library.

George F. Sonner of Benton Harbor, \$30,000 as a supplementary gift to the \$20,000 given by Andrew Carnegie.

J. L. Longyear, Peter White and S. R. Kaufman of Marquette, a new public library costing \$40,000.

Mrs A. E. Sleeper of Lexington and her sisters, Mrs Hanley of Bad Axe and Mrs Meyers of Cleveland, a library and building at Lexington.

Mrs Fannie M. Blair of Vicksburg, a fine library building.

McPherson Bros. of Howell, a fine site on which to locate a public library.

Ladies' Library association of Marshall, 4000v. and \$900 in cash for a public library, to be established by the city.

In Big Rapids the Phelps free public library will soon be opened, and F. R. Wells of Paris, France, will present \$500 worth of books to the institution.

The exhibit discloses the interesting and gratifying fact that 10 Michigan cities have public-spirited and generous citizens, whose benefactions to the communities in which they live take the library form. The total value of the gifts, not including the cost of the Carnegie libraries, will approximate half a million dollars, and each gift will be a permanent encouragement to education and enlightenment. Quite as important as the value of the gifts themselves is the spirit of giving which these benefactions arouse. This spirit of giving is infectious, and with it goes the spirit of good citizenship, civic pride, and private benevolence.—*Grand Rapids Herald*.

Library Meetings

Chicago—The Chicago Library club held its first meeting for the season of 1903-4, Thursday evening, Oct. 15. Between 25 and 30 members and guests were in attendance.

The meeting was called to order by the President, Miss Warren. Minutes of the Executive committee, with the appointees on standing committees for the year, were read by Miss Hawley, secretary pro tem.

To these was added a reception committee, consisting of Mr Roden, Mr Alin and Miss Montross, whose special duty shall be the welcoming and introducing of members and the general promotion of sociability at club meetings.

The report of Miss Stern, special committee on home libraries, was read by the president, who expressed the hope that some definite action would be taken on its recommendations.

Miss Stern, before her departure for Europe, had given much time and labor to a thorough canvass of the situation in Chicago, and she is now in the east visiting Pittsburgh and other places where the home libraries movement is well developed. Her report embodied two distinct offers from the Chicago Bureau of Charities, to-wit: One from the superintendent, Mr Bicknell, of the use of their books (some 40 libraries) together with assistance in locating the libraries and transferring them from place to place, the Library club to furnish a superintendent to manage the libraries and secure an adequate number of competent visitors; the other from a member of the board of the Bureau, to assist in raising an annual subscription of \$1000, for a trial period of two years, for the payment of a superintendent for the libraries, and other necessary expenses of putting them again in active circulation.

On the basis of these offers the report recommended the formation of a joint board consisting of members of the Bureau to secure such a fund, and members of the club to administer the libraries.

Mr Merrill asked if the Public Library had ever been approached in regard to this work. Mr Larson, of the C. P. L., thought not, and that it was doing all it could through its delivery stations.

After a thorough discussion Mr Hopkins' motion to accept the offer of the Bureau of charities was adopted.

On recommendation 11 new members were elected.

The president then announced that Mrs Ellen H. Richards' paper on the Sanitary construction and care of a library building would be read by Mr Andrews. The latter, by way of preface, explained that in conversation with Mrs Richards at Lake Placid, she expressed regret that she would not be able to present her paper in finished form, and begged that it be considered rather as a collection of notes that might serve as topics for general discussion.

The paper dealt with the problems of construction, ventilation and cleaning from the equally necessary, yet to a certain degree conflicting, standpoints of the preservation of the books and the benefit of the people using them. Artificial ventilation, particularly for reading-rooms, was declared to be a necessity because it is the inside dust, that from clothing and persons, that is most dangerous.

Contagious diseases and library books

Had Mrs Richards been there to answer questions, there would doubtless have been some discussion of her paper. As it was, the floor was given to Dr Adolph Gehrman, city bacteriologist, who told in an interesting way of the notice of cases of contagious diseases sent daily from the Board of health to the Chicago Public library; of the tests and cultures made from much-used books in its reference room, as well as from books known to have been subjected to contagious infection, or at least to have come from houses where contagious disease existed. The former showed only bacteria of slow action and low vitality, such as those commonly

found on the skin, pneumonia bacilli, etc., while even the latter produced nothing of alarming violence. His conclusion was that while, theoretically and under proper circumstances, a book may be the medium of communicating almost any contagion, practically books are not more dangerous in this regard than the straps in street cars and many other objects which we never think of disinfecting. Nevertheless he would have books known to have been subjected to possible infection from contagious diseases duly fumigated.

Formaldehyde is unquestionably the most satisfactory agent for the disinfection of books. The method of its application is relatively unimportant provided it be sufficiently long continued. Probably the most effective is the vacuum method, with the formaldehyde forced in under pressure. This requires from 6 to 12 hours.

At present in Chicago the reporting of tuberculosis is optional, but as with this disease, unlike scarlet fever, diphtheria, etc., the danger of infection increases as the disease advances, while those afflicted with it retain the activity of their mental powers to the very last. Dr Gehrman thought it would be well if some way could be found to keep a check on books coming from a tuberculous environment. This he thought might be done to a certain extent through the Visiting Nurses Association, the Board of Education, and other existing agencies.

Mr Perry told of the disinfecting of books at the C. P. L. Mr Andrews stated that the librarian of the little library at Lake Placid disinfected all books as they came in with heat and formaldehyde, and seemed to spend most of his time at it. This notwithstanding the fact that in that locality persons suffering from tuberculosis are sedulously excluded.

Mr Gates asked permission to revert to the earlier topic of discussion and submitted the following resolution apropos of Miss Stern's report: That it is the sense of this meeting that, if the

Executive committee find it feasible, an appropriation not to exceed \$25.00 be made to the Home Libraries fund from the club treasury. Adopted.

The meeting was then adjourned.

MARY E. HAWLEY, Sec'y pro tem.

Massachusetts—A meeting of the Massachusetts Library club was held in the Morrill memorial library at Norwood on October 1. The following resolutions were passed on the deaths of C. A. Cutter and M. S. R. James.

The members of the Massachusetts Library club desire to put on record an expression of their sorrow at the death of Charles A. Cutter, and of their regard for their friend and fellow worker and first president. In Mr Cutter the librarians of the country have lost a master whose ingenuity, industry, grasp of details, lucidity of expression, accurate scholarship and constructive powers have given a permanent value to his teaching and his work, while his simplicity, his ready helpfulness, his modesty, his sense of humor, and his unquenchable zeal have endeared him as a friend to all who knew him.

The Massachusetts Library club desires to place on record its tribute to the memory of Minnie Stewart Rhodes James, who passed away on June 5, last.

It is therefore: Resolved, that in the death of Miss James the Massachusetts Library club has sustained a grievous loss, and many of its members have been deprived of a valued personal friend. Interested and enthusiastic in all that pertained to the library profession, she was a constant attendant at the meetings of the club, and her fund of information and experience, gleaned from a wider field than it is the fortune of most of us to attain, was always freely placed at its disposal. Of a quiet and retiring disposition, she yet had the happy faculty of making friends, and it can most truthfully be said that those who knew her best esteemed her most.

W. C. Lane spoke of the life and work of Mr Cutter, and Miss Browne spoke of the professional zeal of Miss James and her genius for friendship.

The main paper of the morning was on
The diversion of libraries from their proper institutional ends

Lindsay Swift, Boston Public Library

He expressed his belief in all institutions and their power to grow, but also that the first duty of every library is to grow and to be as useful as possible within the limits of its environment. Such growth consists essentially in adding to the number of its volumes. It is its institutional function to accumulate, preserve, and distribute books, just as it is the function of the postoffice to deliver letters. It is also a function to make the books as accessible, but this is secondary to the spirit of accumulation and preservation, and whatever draws from its strength and zeal as an accumulator and distributor of books weakens its organic force.

One of the innovating factors which leads the library to lose sight of its main purpose is the children's room. The good effects on the child are questionable, and from his own acquaintance with children he judges that they are not reading as invigorating and helpful books as his generation used to read. The library too is usurping the function of the public school.

The inordinate extension in recent years of the system of branch libraries is another diversion from the library's true function, in that the amount of money necessary for the duplication of books and the cost of maintaining the branches take from the amount which might be used for accumulation. He pictures a large central library, a reservoir of books, always filling, never overflowing, which can never be realized if the governing motives are small or personal or if the institution dissipates its energies on relatively unimportant objects.

The purposes of a large collection will be best served by having a definite place for each book rather than by trying to attract a small part of the public by diverting groups of books from their permanent abodes and thus inconveniencing the more serious part of the community. He compares the eating-house

of a small town, boastfully displaying its steaks and roasts in the front window, which has no outward and visible display of the viands within. The word Hotel covers the whole situation. So it should be with good libraries. The feast is there and ready but without show windows or allurements of any kind.

A too large reference collection may easily work a possible injury. The tendency to introduce too many books of popular interest results too often in the readers growing to depend on these and seeking no further from the library's treasures within the stack.

It is an open question if we really do constitute a true profession. The absence of preëminently able men in the library ranks has tended to make our position a little uncertain. The fact that it would be hard to define the points of an ideal librarian shows this. In recent years the inexplicable notion has run riot that the real need of a library is not a scholar, a man of books, but a business man. He considers that no librarian existing has the capacity to run a big department store, nor could any successful store man make a good librarian. Civil service too is detrimental to the librarian's success. The librarian, like the lawyer, professionally requires an absolutely free hand in the selection of subordinates. A professional man is responsible for his own acts to no one higher than his brethren, but the librarian is answerable to others not trained to judge of his actions or his standards.

Propagandism in connection with public libraries is a serious departure from what were once well established standards. The methods of any public institution should be free and undisguised. No book should be rejected because it is offensive to a small part of the community when it is not so to the religious or moral sense of the whole. Such restriction would be subversive to the spirit which ought to govern a free institution. Propagandism and its other side, partisan restriction, have no place in American life.

The discussion was opened by W. L. R. Gifford, of Cambridge Public library, who said in part:

At the outset we must recognize that Mr Swift stands for what is to us all a great library. It is certainly essential and most to be desired that the Boston Public library should make the institution its foremost thought. Whether we like it or not the very fact that we have so many libraries of 50,000, 75,000, and 100,000v. does not make it essential; the growth is the thought. Whether we welcome it or not, the public library is being utilized as an educational force in the community. We have got to consider the question from the standpoint, that it is direct educational work that we have to do instead of relying entirely on the good the institution will accomplish through simple accumulation.

Take the subject of the children's room. I am hardly willing to say that the first thought of a children's room never raised unmixed joy in my bosom but I do regard it as something essential to libraries of today. The library must depend for support on the taxpayers and we can not carry out lines of library development just as we would like. We do talk a lot about drawing people into the library who never go in and who never will, but it is in the plastic period of childhood that they are drawn in, and my idea is to make the children's room so attractive that children will come into the library and make it their home and from its resources gain something they will use in after life.

Turn again to the reference library. I think Mr Swift is quite right in raising the question whether we may not deter people by putting out too many books. We must remember that public library development is something new and we have to run through a lot of fads before we get our bearings and know just what to do and how to do it. The fact that we can't do more may be a source of regret.

George H. Tripp, of the New Bedford Public library, spoke as follows:

I am a firm believer in enterprise, and enterprise in library lines as well as in

every other kind of business, and the cooperation of librarians is a business. I can't help feeling that in this time when the library business is undergoing a boom that we must be prepared for the reaction that is coming some time and if we can forefend that time it will be better for the librarians and the country we serve.

I used to be in the school business and I sometimes felt that educational papers ought to be abolished, because certain ill-balanced teachers would read an account of some person in Kalamazoo or Oshkosh trying something in her schoolroom which proved successful and they at once thought all these things we had been trying before were a failure. To try to follow after strange gods works havoc in the schoolroom.

We take ourselves too seriously. The burden of the whole community rests upon our shoulders. We stand in loco parentis to the community. We may say it among ourselves, it would not do to say it outside. We feel this responsibility too much. We are inclined to tell the people what to do and what not to do. Grown people are too much like children. You can't tell them what they don't want to take; tell them it is good for them and they look at it with suspicion.

There is nothing like statistics, and nothing so deceiving as statistics. Would you think it a good sign when the circulation of books goes down in a community? but it means that business is better. You take a town, and I have the happy privilege of living in such a town a few miles out of the city where I am employed, where a great many people have retired from business and some ladies of that uncertain age who have nothing else to do but read and read and read, of course the circulation is phenomenal, but you put a new industry into that town and the circulation of books falls off. In New Bedford there never was a time when the circulation of books was greater than during a great strike which affected 25,000 people. I throw this out as a crumb of comfort; when the circulation is poor let us think that business is picking up.

We must take courage, no matter what our figures say of the circulation; no matter if people in certain locations in our towns and cities don't read as much as we feel they ought to, let us do all in our power to make our library an attractive place. Don't let us over-advertise. Don't let us feel that we must compel the people to come to the library willingly or unwillingly, but if we do our part with as much outside work as we feel justifiable I feel that we shall retire with good consciences.

H. G. Wadlin, librarian of the Boston Public library, spoke as follows:

I don't want to say much but I do want to say a little. In the good old days when our ancestors had nothing to eat except shell fish an oyster pure and simple was pretty good eating. They have accomplished with the aid of a sauce what is known as an oyster cocktail, but without the sauce it is the same old oyster. Mr Swift's paper reminds me of that. It is full of spice, humor, cynicism, criticism, esprit de corps, but take that out and it is the same old oyster.

His description of men, of what we shall do today and what we did yesterday—is this what the library is, or is it what the Boston electric car conductor said of our institution in Copley square—a graveyard for books?

I have a great respect for institutions but believe no institution in this country, not even the church, is of any value unless it strikes at the hearts of men and women. That is the purpose of institutions.

Mere growth is of no value in itself, but that growth which is in some way connected with the vital purpose of growth is the essential thing. A library of 2,000,000v. may not be as valuable as a library of 200v., for that library (of 200v.) may be able to do what every library should do, increase the life and power of the community in which it is placed. I take issue that the prime purpose of a library is to grow. The prime purpose is to increase the moral strength and spiritual power of the community in which it is placed. It is not an amuse-

ment. Now it requires no prophet, or son of a prophet, to show to you that we are not living in a world of the past but a world of today. This good old town of Boston is no more the town of the past than the men of today are the men of the past. Growth is in the drawing up and reaching up and growing together so we may in all things work together for the highest and best. I don't care how it is done; but when you get deep in your souls the vital purpose for which it stands, that is the main thing; the others will take care of themselves.

The question which men and women are asking today is, what is your culture to mean? Culture is nothing unless it can answer that question, unless it can show that it is to vitalize the community.

Mr Swift said at the close of the discussion: It is a pleasure to make a few mistakes to be answered so handsomely and generously as I have been, but does it occur to you that perhaps I did it on purpose?

Cataloging

The afternoon session was devoted to cataloging. E. Louise Jones read a paper on The importance of a complete card catalog in every library with a description of the best system of card cataloging. This paper will appear in a future number of PUBLIC LIBRARIES.

The discussion was opened by Ida F. Farrar, of Springfield City library, who emphasized the following points: I suppose one of the chief reasons we love library work is because it not only gives a chance to improve ourselves but to help other people.

To carry on a work one must have the very best tools. A librarian must convince her trustees she must have the best tools, and one is the best catalog. I can bear testimony to the experience I am having now with two printed catalogs and two card catalogs. We are trying hard to bring them into one but just now it makes four.

It acts as an inventory to the books we have. As a good business man must know his wares so a librarian must know his books.

It acts as an index. A book is practically valueless without an index; a library is practically valueless without a catalog.

It acts as an educator. Boys and girls must know definitely what they want. They are ashamed to ask the librarian for things they can look up for themselves. My experience in small libraries is the reluctance with which some ask things.

There are two dangers we must strive against. One is that of making an idol of our catalog, thinking if we have that our library is perfect; the other being unwilling to have one at all.

A librarian of a small library who, as Miss Jones suggests, has been 10 or 12 years without a catalog, wishes me to bear her evidence as to its value. Her books were arranged by accession number; she was perfectly satisfied, but influence was brought to bear upon her and now she wonders how she got along without it.

A strong point: the necessity of the librarian becoming familiar with the work of making one. Often library students are hired to do the work and the librarian knows nothing about it. The librarian should work along with the cataloger. No matter what our printed rules may say, the public never quite grasps them without help. You would be astonished at the ignorance people display.

As a best form, I agree with Miss Jones that the dictionary is the best one. Of course it may be necessary to have a separate juvenile, separate musical catalog, etc., but all should be incorporated into a general one. While a catalog should be simple, it should not be too simple, as the author and title index.

I emphasize most strongly the catalog card. Always enter under the first word unless it is a very general word.

I believe thoroughly the best is the cheapest.

Another matter, the pseudonym or author's name. An old librarian put each name under the real name instead of the pseudonym, on the principle that it was

educating the public; but the trouble was the public didn't know the principle.

Miss Jones has given us the watchword Accuracy. For a second watchword I would emphasize Simplicity.

The morning session was closed with an account of the A. L. A. conference, by Adele Smith, of the Somerville Public library, and of the post-conference trip by Mr Faxon.

New Hampshire—The State library association held its annual meeting at Newington, to celebrate the tenth anniversary of Langdon library. There was a good attendance, between 40 and 50 delegates being present.

The Langdon library is itself worthy of special mention, by reason of the progressive policy pursued by its trustees. Its many volumes stand in their places upon the shelves within reach of any patron of the library who wishes to examine them, and they are to be seen in their individual binding, undisguised by accessory coverings. A museum has also been begun, which already contains specimens of birds and natural objects from field and wood and the neighboring waters of the Piscataqua and Great bay.

The meeting was called to order at 11 a. m. by the president, F. Mabel Winchell of Manchester.

The first address of the meeting was given by E. J. Burnham of Manchester, on Public spirit and the public library. He traced the development of the public library in New Hampshire through its various stages, closing as follows:

Undoubtedly the greatest drawback today is excessive conservatism. This library here at Newington affords a striking example of the practical possibilities of a liberal and enlightened policy toward the public. These books, with their individuality undisguised by uncouth paper covers, accessible to every patron of the library, speak eloquently for the change that has slowly come about from the narrow and selfish policy of the old time social library.

It is time that trustees should realize the utter failure of a book that is not in

use. It has no other purpose in the world but to be read, and there is in itself an education for the public in having access to books. Possibly a few books may be stolen, although experience has already shown that the number is surprisingly small, and, anyway, it is better that a few books be lost than that 99 persons in 100 should be deprived of advantages which they will not abuse.

A. H. Chase dealt with the Relation of the State library to the state at large. He emphasized five points: 1) Individual interest in the library; 2) Individual use of the library; 3) Enthusiasm of library officials; 4) Generous financial support; 5) State supervision of the whole field.

A discussion of the age limit in libraries showed a majority of librarians in favor of removing the age limit for children.

In the afternoon various speakers paid tribute to the good work done by the Langdon library in the ten years of its existence. At the close of the public meeting it was announced that a bond of \$1000 had just been received from Woodbury Langdon, donor of the library to be added to its fund.

Pennsylvania—At the meeting of the Keystone State library association held at Gettysburg on Saturday evening, Oct. 10, 1903, the subject of the

Differentiation of fiction

was fully considered. After a preliminary statement by John Thomson, of the Free library of Philadelphia, as to what had been done in this matter during the past three years, the following report of the committee appointed at Williamsport in October, 1902, was read:

Resolutions

Pursuant to the resolution of the association at the meeting held at Williamsport in 1902, your committee considered the various suggestions offered as to the advisability and possibility of differentiating fiction so as to afford a better criterion of the value of the reading done by a large number of patrons of free libraries. The committee are of the opinion that the usual statistics pub-

lished of books issued for home use give a wrong impression, from the fact that outside of the volumes included in classes so large a residue is generalized under the one title, Fiction. This result was never intended under the Dewey classification. Inasmuch, however, as with a view to the general benefit of the public and the convenient use of books in libraries, books designated under the generic title of fiction are taken away from the classification to literature, it seemed right that an attempt should be made to place this matter before the public in a more accurate form. Your committee, therefore, decided to make an attempt to divide the section of books known as fiction, as far as might be, under the numbers employed in classifying books where the decimal system is used. It was hoped that a specimen catalog could be prepared in the course of four or five months and it was intended that the assistance of other libraries should be invited in time for use at the meeting at Gettysburg.

Some 20 odd libraries offered (at Williamsport) to coöperate with your committee and their willingness to assist in this work is heartily recognized. Your committee will leave it to O. R. Howard Thomson to explain what has been done to secure the completion of the bulletin herewith submitted as an appendix to this report.

The task proved much more laborious than was expected. It was commenced immediately after the Williamsport meeting and has involved the special examination or reading of 6000 books. Your committee submit this bulletin for consideration. It will need no apology, but in order to explain any small typographical errors which may be found it seems desirable to put the following facts on record:

The preparation of the original manuscript occupied those who worked upon it nearly nine months and this is perhaps not a long period considering how much had to be done. When it came before your committee for final consideration before printing it was decided to make some radical changes in it, di-

viding it into more classes and inserting lists of titles. When the whole was finally ready for the printer it was found necessary to have a typewritten copy made of the entire manuscript. This precluded such a close examination of the last revise as would have been desirable, but in order to insure the having copies at this meeting it was decided to leave the last examination of the proofs to the proofreaders in the printing-office.

Your committee have carefully considered the whole matter and beg to report that the enlargement of this bulletin, so as to include books of a desirable character not at present in the Wagner institute branch of the Free library of Philadelphia, should be undertaken, and they recommend that a committee of five persons should be appointed to continue this work in coöperation with other libraries in order that not later than 1905 an enlarged index, usable in all libraries using the Dewey classification, may be undertaken for general adoption. It is particularly hoped that efforts will be made by this standing committee, should it be appointed, to procure the adoption in all libraries that enter upon this differentiation scheme of the classifications given in the bulletin herewith submitted, it being of importance that the same classification should be used wherever the differentiation scheme is approved and put into use.

Your committee ask to be discharged from further consideration of this matter.

WM. M. STEVENSON.

ALBERT R. DURHAM.

JOHN THOMSON.

Mr Thomson jr. then presented his paper on Classification of fiction (see page 414).

After the paper was read, some discussion followed in which Mr Montgomery, State librarian, and Mr Bliss of Chester took part, both agreeing that the reading of fiction required no justification; that it was a part of the literature of the time and that librarians were not called upon to make any defense for reading same and they commended the classified list of prose fiction which had been prepared by Howard Thomson as being a

valuable and important aid to the patrons of free libraries and especially to the assistants behind the desk. John Thomson announced that the classified list would be ready for publication in the course of three or four weeks, when the corrections required in the unrevised copies printed for use at this meeting would be inserted, and these copies would be exchanged for final prints. A very hearty vote of thanks was tendered to Howard Thomson for the year's work he had given to this matter and for the valuable aid to libraries he had accomplished, and it was finally resolved that a committee should be appointed to continue the work with a view to the publication not later than 1905 of a classified list of 10,000v. of prose fiction and that the coöperation of other libraries should be invited.

The president of the association thereupon nominated the following committee: John Thomson, chairman, Philadelphia; William M. Stevenson, Allegheny; Albert R. Durham, Reading; O. R. Howard Thomson, Philadelphia; Miss Olcott, Pittsburgh; Miss Poland, Wilkes-Barre; Edith Ridgway, Philadelphia.

Miss Elliott, of the music division, Library of congress, went to the Philippine Islands last summer in the interest of her department. In Manila Miss Elliott found the largest collections in the convents of Recollet, Augustinian and Franciscan friars, most of whose treasures she was debarred from by vexatious ironclad rules. To one choir room she was finally admitted, and at her earnest request two specimens of their musical library were brought down for her inspection. Each measured three feet by two, being bound in wood, with leather covers, and imported from Spain toward the close of the seventeenth century. These huge tomes contained masses, with other church music, and when in use were raised upon a rack before the choir, all of whom read from the same book. If it be observed that the notes are all about an inch square the former statement will not seem remarkable.

Library Schools

Drexel institute

Hetty Stuart Johnston, class of '99, who has been an assistant in the Drexel institute library, was married in June to Dr Edward C. Drake.

The school opened October 1, with 21 students enrolled from the following states: Pennsylvania 6, Illinois 2, District of Columbia 1, New York 2, New Jersey 2, Michigan 1, Vermont 1, Delaware 1, Colorado 1, Wisconsin 1, Indiana 1, Maryland 1, Kentucky 1. Seven universities and colleges are represented as follows: Northwestern, Women's college, Baltimore, Wilson college, Wisconsin, Pennsylvania, Michigan, and Indiana.

Illinois State library school

The seventh year of the Illinois state library school opened Sept. 16. Students registered number 68, about evenly divided between the two classes. The percentage of seniors returning is unusually large.

Increased requirements for admission have reduced the size of the junior class. The classes occupy opposite sides of the former junior room. The cataloging department has been transferred to the first floor. A recitation room on the ground floor has been provided to avoid conflict in the work of the two classes.

Laboratory work for seniors will follow the plan begun last year. Practice will be required in all departments of the library, and each student will be held responsible for the performance or supervision of some branch of work in the university library. Arrangements have been made with the Champaign public library by which students desiring such work are given three weeks in the children's room of the public library, and then promoted to loan desk work. They are then considered fitted to be assistants at the branch library. Student volunteers will assist at the Champaign public library loan desk on Saturdays, each student performing the duties for four consecutive weeks.

HELEN K. STARR, 1904.

New York State library school

The school opened Wednesday, October 7, with about the usual number of students, 16 in the senior and 31 in the junior class. The following institutions are represented by the largest number of students:

Smith college, 6 students; Harvard university, 5 students; Vassar college, 4 students; Brown university, 3 students. The following send two students: Cornell university, University of Michigan, Mt Holyoke college, University of Nebraska, Radcliffe college, Wesleyan university, Wilson college, University of Wisconsin, Yale university. Each of the following sends one student: Amherst college, Berea college, Bowdoin college, College of the City of New York, Columbia university, Dartmouth college, Franklin college, Hamilton college, Lake Forest college, University of Kristiania, McGill university, Massachusetts institute of technology, University of Minnesota, Ohio Wesleyan university, University of Rochester, Rutgers college, University of Vermont, Washington State Agricultural college, Wellesley college. In the record above students' attendance at more than one institution has been counted.

Of the 47 students 15 are men.

A feature of the senior course in selection of books for the coming year will be the solving of actual, concrete problems in selecting books to suit the needs and tastes of various classes of readers. We should be glad to receive any such problems from librarians and from the workers in a loan department who meet readers personally.

Special book lists

We have been asked by a business school to select a small number of books which have the quality of stimulating and inspiring young people. The school proposes to duplicate the books and to encourage their use. We should be glad to receive contributions to such a list from librarians whose experience enables them to judge what books take a vital hold of young men and women who have passed through the common

schools, and who might be choosing a business career. Technical books are not desired, rather those which shall give their readers a strong push toward manliness, womanliness, and good citizenship. E. E. Hale's *Man without a country* has this quality and Riis' *Making of an American*. The Springfield city library has issued a list of this scope entitled *Success*, but it contains rather too many didactic books to be of the best service.

The following letter has been sent to this school by a prominent Boston firm: We are endeavoring to get a list of books to place in our library which would be of practical value to us as workers in a retail store. We should appreciate any suggestion from you in the line of books on textiles, merchandise, salesmanship, etc. We have a branch of the Boston Public library in our club room in connection with our own library, but we wish at the same time to make it more distinctly useful in enlarging our business ideas.

The senior class will prepare the list requested as another problem in the Selection of books course. Suggestions have already been received from a list issued by the New Bedford Public library. Other suggestions would be welcome.

SALOME CUTLER FAIRCHILD.

Pratt institute library school

In pursuance of the plan announced last spring, the school began on Sept. 15 its experiment of two weeks' practice for the incoming class before beginning the regular term work. The work assigned, all simple, everyday work such as novices can easily master, is as follows:

Reading-room, one day; checking and placing of magazines and papers; using cumulative index in search of material on questions assigned; clipping newspapers for scrap-books.

Children's room, three days; revision of the shelves; registration routine; charging and discharging of books; helping the children; collecting references for bulletin work; classification of books

in this department; problems in selecting books; problems in finding references.

Delivery-room, three days; registration-desk work, charging and discharging of books, replacing books on shelves; learning the classification of the books in the stack; rearranging fiction in alphabetical order by author, regardless of distinctions of nationality.

Reference and Art-reference rooms, one day each; taking of inventory of the shelves; study of reference-material in shape of lists; study of indexes; learning the arrangement of the periodical reference-room; solution of problems requiring use of definite reference books.

Cataloging room, one day; labeling, pasting and otherwise preparing books for the shelves.

The students' day of practice is six hours in length, groups of three to six being assigned to each room at a time. Each group has one hour per day of practice in library-hand, and a brief reading list of articles on leading features of the library movement has been prepared, which they are required to read during the two weeks at the rate of not more than one article a day. So far, the experiment seems an unqualified success, judging from the testimony of the library departments and of the students themselves. By the beginning of the regular term, Sept. 29, all unfamiliarity with the library and awkwardness in its use will have worn off, and the class will feel as if it were veritably their laboratory.

Twelve of the class have had library experience, two as librarians, four as regular assistants, and six as voluntary or temporary assistants, while two have had previous training in library schools. Two of the class of 1903 have returned for extra work, making a total of 27 students doing first year work.

This year's class will be present during the time of two interesting changes, that of the delivery room into an open shelf room, with all its attendant features, and the re-registration for the first time of the library's borrowers, which will probably begin with the year 1904.

Five students have entered for second year work, or the advanced course, taking the Institute normal examinations, which, if their work during the coming year should be satisfactory, will entitle them to the diploma of Pratt institute.

The class of 1903 is engaged in library work at present, with but few exceptions.

Margarethe Fritz of Berlin, class of '03, sailed for Germany on Sept. 15, after a summer of practice in the Pratt institute free library. Miss Fritz's brother is a well-known German librarian, at Charlottenburg, and his sister hopes soon to join him in the professional ranks.

MARY W. PLUMMER.

Amherst college summer school

The Amherst summer school of Library economy, under the direction of W. I. Fletcher, librarian of Amherst college, held its 13th annual session from July 6 to August 15. The number of pupils was 23, a substantial reduction from last year, due to higher standards of admission and thus meeting the criticism passed upon the school in Miss Plummer's admirable report at the Niagara conference, that it had too many pupils for one teacher. At the close of the school the class spent two days in Boston and Cambridge visiting the libraries and the Riverside Press.

University of Chicago

The course in library economy has been discontinued for the present in the University of Chicago.

A novel and paying method of selecting a library site was chosen at Chickasaw, Iowa, recently. An election was held to decide on the site for the new Carnegie library. All persons desiring to vote on the location were charged \$1, and in this manner nearly \$500 was secured toward paying for the lots selected.

The report of the St Louis Public library shows a circulation of 1,000,000v. during the past year, and the expenditure of \$23,186 for books, periodicals, and binding.

News from the Field

East

E. N. Manchester, New York 1902-03, has been appointed assistant in the Brown University library, Providence, R. I.

An interesting history of the Boston Athenæum library is found in the October number of the *New England Magazine*.

Herbert O. Brigham, late of the Brown University library, has succeeded Mr Bates at the Rhode Island State library, taking charge on Sept. 1, 1903.

New Bedford (Mass.) public library has issued a list of books and magazine references bearing on the cotton industry textiles and textile manufacture.

The Parsons Memorial library at Alfred, Me., was dedicated October 6. It was built of granite quarried within the town, finished in oak, and cost \$25,000. It is a gift of the Parsons brothers in memory of Edwin Parsons.

Frank G. Bates, who was appointed State librarian of Rhode Island, in May, 1901, has resigned his position in order to accept that of professor of history in Alfred university, Alfred, N. Y. Mr Bates's removal from Rhode Island leaves a vacancy also in the position of secretary and treasurer of the Rhode Island Library association; and Mr Brigham has been appointed to succeed Mr Bates, as secretary pro tem., in this position also.

Central Atlantic

Emily Mulligan, Pratt '03, has been appointed librarian of the Public library of Perth Amboy, New Jersey.

Syracuse university has received a gift of \$6000 for the library from the estate of Mrs John M. Reid of New York.

The Free library at Port Jervis, N. Y., opened its new building to the public, October 1, with appropriate ceremonies.

Ella May Edwards, New York 1894-95, and Dancy Ledbetter of Dublin, Texas, were married Sept. 30, 1903, at Holley, N. Y.

T. V. Welch, trustee of the Niagara Falls N. Y. Public library, and well known and esteemed in the A. L. A., died at his home, October 20.

Irene Stewart, New York '99, has resigned her position in the Worcester Public library to go to the Carnegie library, Pittsburgh.

Central

Mrs Maude Battis, librarian of Marshalltown, Iowa, has resigned her position.

Captain A. D. Stenson of Anna, Ill., left \$40,000 for a public library endowment to the town of Anna.

P. M. Crapo, who gave the library building to Burlington, Iowa, and who has been a member of the library board for many years, died Sept. 19.

Julia M. Jones has resigned her position as librarian of the Galena (Ill.) public library to become librarian of the Record-Herald office in Chicago.

A \$20,000 library building, a gift from Mr Carnegie, will be built on the lot in Delaware, Ohio, where stood the house in which President R. B. Hayes was born.

Katharine S. Adams and F. L. Wills of Wheaton, Ill., were married Sept. 24. Miss Adams has been the financial power back of the public library at Wheaton since its organization.

Rose Calvert, vice librarian of the public library at Toledo, Ohio, died after a short illness, Sept. 25. Miss Calvert had been connected with the library since its organization.

Mary E. Dunegan, assistant in the Stevens Point (Wis.) Public library, took charge of the Joseph Dessert Public library of Mosinee, Wis., during the absence of the librarian in August.

Nellie M. Dingley has been appointed librarian at Kent, Ohio. Miss Dingley was previously an apprentice and assistant in the Painesville (Ohio) public library under Mrs Julia G. Erwin.

Jesse Healy Morley, the donor of Morley library at Painesville, Ohio recently died at his home in Cleveland.

Mr Morley was widely known and esteemed in business and social circles.

The public library of Kent, Ohio, was opened to the public, Saturday, Oct. 26. The building is a \$10,000 gift from Mr Carnegie and the site was a gift from Marvin Kent, a prominent citizen of the town.

State Librarian Johnson Brigham's biennial report shows that Iowa now has 248 public libraries, containing 969,740v. In 1893 there were 83 public libraries, containing 418,157v., a gain in the ten years of 195 libraries and 551,583v.

The 1903 report of the Warder library of Springfield, Ohio, gives an interesting account of the very helpful use made of the libraries sent to the school buildings, distant from the main building. The teachers were enthusiastic over the experiment and the system will probably be extended. Alice Burrowes is librarian.

The *Mercantile and Financial Times* of Chicago comments on the appointment of Mr Hopkins as librarian of Louisville, as follows:

As assistant librarian of the John Crerar library of Chicago Mr Hopkins has made a distinct reputation for capable work. Combining a wide literary knowledge with a knowledge of the precise mission of such an institution as the Louisville library, he is the logical choice for the position. That a Chicago man has been selected is of itself a gratifying proof of the theory that a commercial metropolis can exert a wide educational influence.

The new library at Elkhart, Ind., was dedicated Oct. 1. Mr Carnegie gave the city \$35,000, and the building cost a little more. The city will raise \$3500 for annual maintenance. It is a handsome stone building, and nicely finished and arranged. Considerable enthusiasm has been developed to meet the proposition of an unknown citizen who offers to give \$3500 for new books if a similar amount should be raised by subscription. About two-thirds has been promised and the outlook is good for the rest. The librarian just appointed

is Katharine Sage of Boston, and her assistant is Gertrude Bickel of Elkhart. Miss Powell, once a student at Champaign, is helping temporarily.

In the recent report of R. G. Thwaites, secretary of the Wisconsin Historical society, he states that Mr Carnegie had given \$142,500 to Wisconsin libraries during the year. His gifts, according to Reuben G. Thwaites, were distributed among Antigo, Bayfield, Berlin, Columbus, Hudson, Kaukauna, Manitowoc, Monroe, Rhineland, Richland Center and Washburn, while Evansville is to receive \$10,000 for a library building from the estate of Almon Eager. Only three cities in the state with a population of over 3000 are without public libraries—Platteville, Prairie du Chien, and Sturgeon Bay. Eight libraries have been organized under the state law since September, 1902.

West

Malcolm Glenn Wyer, New York '03, has been appointed librarian at Colorado college, Colorado Springs.

Elizabeth L. Abbott, formerly of Cincinnati Public library, has been elected librarian of the Carnegie library, Grand Forks, N. D.

Bessie McCord of Joliet, Ill., a graduate of Drexel institute library school, has been elected librarian of the public library at Bozeman, Mont.

Library day was observed by the public schools of Nebraska, on October 23. The date chosen was uniform throughout the state, being the Friday nearest to October 21, the day on which, in 1492, Columbus is commonly said by historians to have landed on American soil for the first time. The first library day was October 23, 1892.

Foreign

A number of English librarians have received appointments to public libraries in South Africa, and still the supply does not equal the demand. P. E. Lewin, of Woolwich public library, has recently been appointed to Port Elizabeth, S. A.

Canadian Library Notes

A discussion of the value of public and school libraries recently occupied the time of the Ontario legislature. Much of the usual criticism of the public libraries was used but was met by the more progressive members with facts and figures that bespeak an awakening realization of the value of the library movement.

Montreal—Peter Redpath, of the Manor house, Chislehurst, England, and formerly of Montreal, has given \$4,000 toward the maintenance of the McGill university library. The donation to be continued annually. Mr Redpath's father gave a splendid museum to McGill a few years ago, and the university counts him among the three or four chief private benefactors of the college.

Library Bureau of Canada—Letters patent have been issued by the government of Canada, incorporating the Library Bureau of Canada, limited. The incorporators include several of the leading shareholders of the American Library Bureau, and three influential lumber merchants of Ottawa, Senator Edwards, his brother Gordon C. Edwards, and John A. Cameron.

The business of the Canadian Library Bureau will be practically the same as the parent institution, the manufacture and sale of fixtures, furniture, and fittings of all kinds for public and private libraries, banks, and offices. The capital stock is placed at \$150,000. The new company has a right to operate throughout the Dominion of Canada.

First Carnegie library in Canada—The new public library at Chatham, Ont., toward the construction of which Mr Carnegie gave \$15,000, was opened on the 15th of September, with great enthusiasm. Hon Richard Harcourt, Minister of education of Ontario, presided over the ceremonies, while addresses were made by the chairman of the local library board, the mayor of the town, the local members of parliament, the county judges, etc. After the formal ceremonies, a banquet was given in the Garner House.

Vancouver Public library—The new Carnegie library at Vancouver, British Columbia, is now approaching completion, and is expected to be ready for occupation about the end of October. The building will be formally dedicated, with appropriate ceremonies, by the Lieutenant-Governor of the Province, Sir Henri Joly de Lotbiniere. The librarian of the old library, Edwin Machin, will have charge of the new library, which is said to be extremely well planned, combining admirably architectural beauty with a convenient interior plan. Mr Carnegie gave \$50,000 toward the building of this library and his generosity has led others to give to the library also.

Windsor—The new Carnegie library was formally opened October 16. Windsor possesses the distinction of being the first city in the Dominion to receive the gift of a library from Andrew Carnegie, his offer having been received on Feb. 15, 1901. The building was erected at a cost of \$27,000. It is in classic style of architecture, finished in shades of brick. It possesses an auditorium, which has a seating capacity of 300.

A list of books and helps for nature study has been compiled by D. Lange, supervisor of nature study in St Paul (Minn.) public schools. It was prepared with the idea of furnishing a working library for teachers and students and is classified somewhat by character of books and source of bulletins. A particularly valuable part is that devoted to U. S. government publications. Librarians will be interested in this bulletin, which can be had for the asking of A. C. McClurg & Co., of Chicago. It is not a commercial list at all, but one compiled by a specialist who understands the subject of nature study in all its phases.

According to Little, Brown & Co., the author of Miss Toosey's mission is Evelyn Whitaker, an English writer, who declines to give biographical information of any kind for publication.

Library Publications

The Public library of Newark, N. J., has issued a list of books for young people, arranged alphabetically by authors. As is stated in the preface of the list these are not books for children in the ordinary sense of the phrase. Some technical books, a few books of science, travel, history, biography, and a few of the best things in English and American literature are included for the purpose of reference and for leading children to become acquainted with the representatives of the world of books.

The list numbers 1697 titles and is priced at two cents.

The library also issues small slips, with lists on special technical books, which are freely distributed and serve as hints for making out call slips.

The City library of Springfield, Mass., has issued a list of Cheerful books—books most of which have pleasant endings—for the sickroom, the hammock, or the winter fireside. This will be a useful tool to use in picking out for the inquirer who wants "something good to read."

One of the most interesting library handbooks that has been issued recently is Descriptive and historical notes on the library of Harvard university, prepared by A. C. Potter, of the library staff, and issued as Bibliographical contribution No. 55 of the library. These notes cover every phase of the library and its history, and supply in a very convenient form much valuable information concerning this very important institution that will be a means of saving much time and research to those who have occasion to refer to the facts the notes present.

In addition to the information usually given concerning a library, is a chronology of the library, notes on the special libraries, list of librarians from the first (an interesting list of names), a bibliography, statutes relating to the library and the rules of the library. The friends of Harvard library as well as its own users will welcome this exhibit of its history, resources and aims.

WE shall be glad to have librarians correspond with us about special lists of books and literary matters their patrons may inquire about, and which they cannot answer for want of a complete bibliography.

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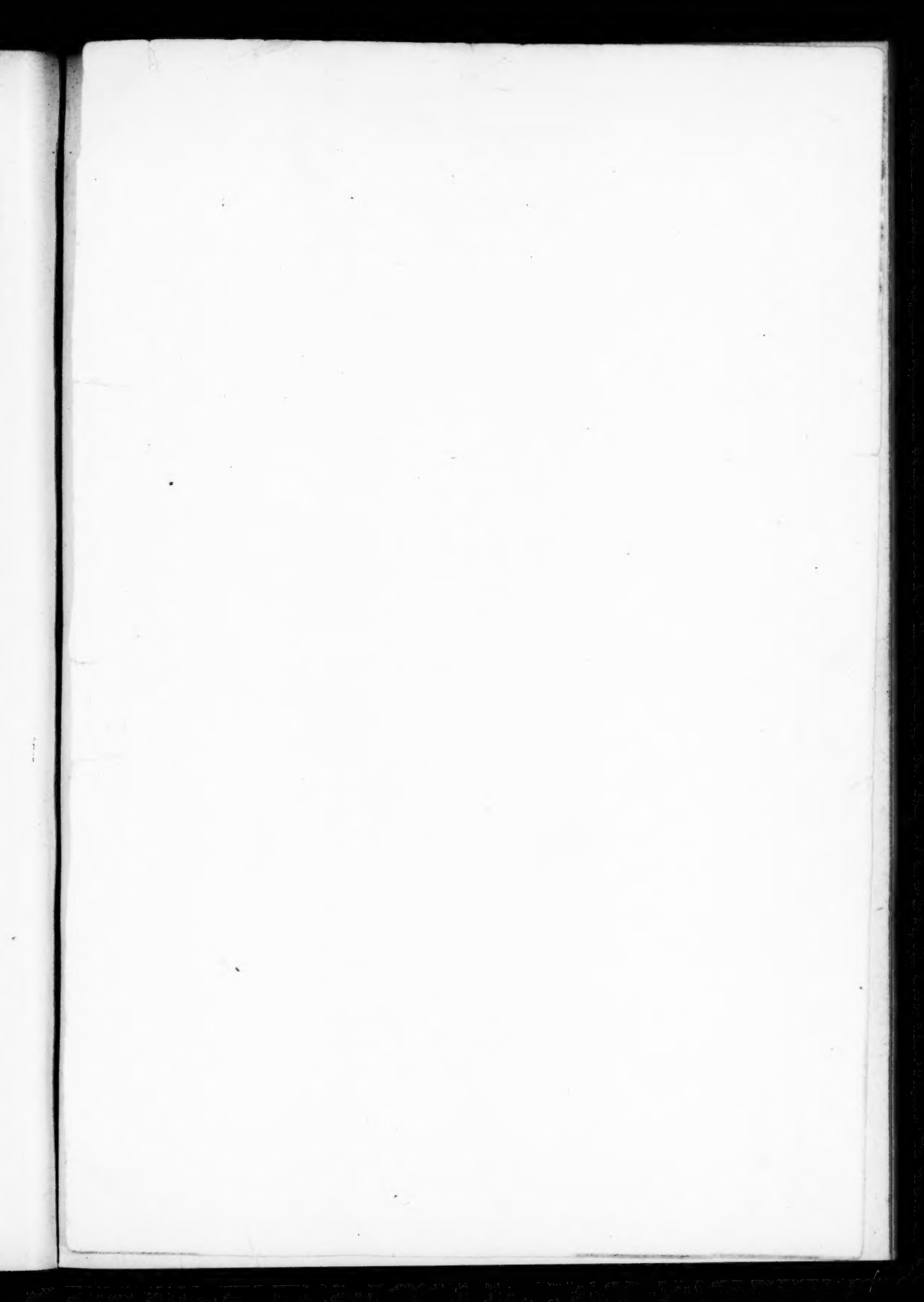
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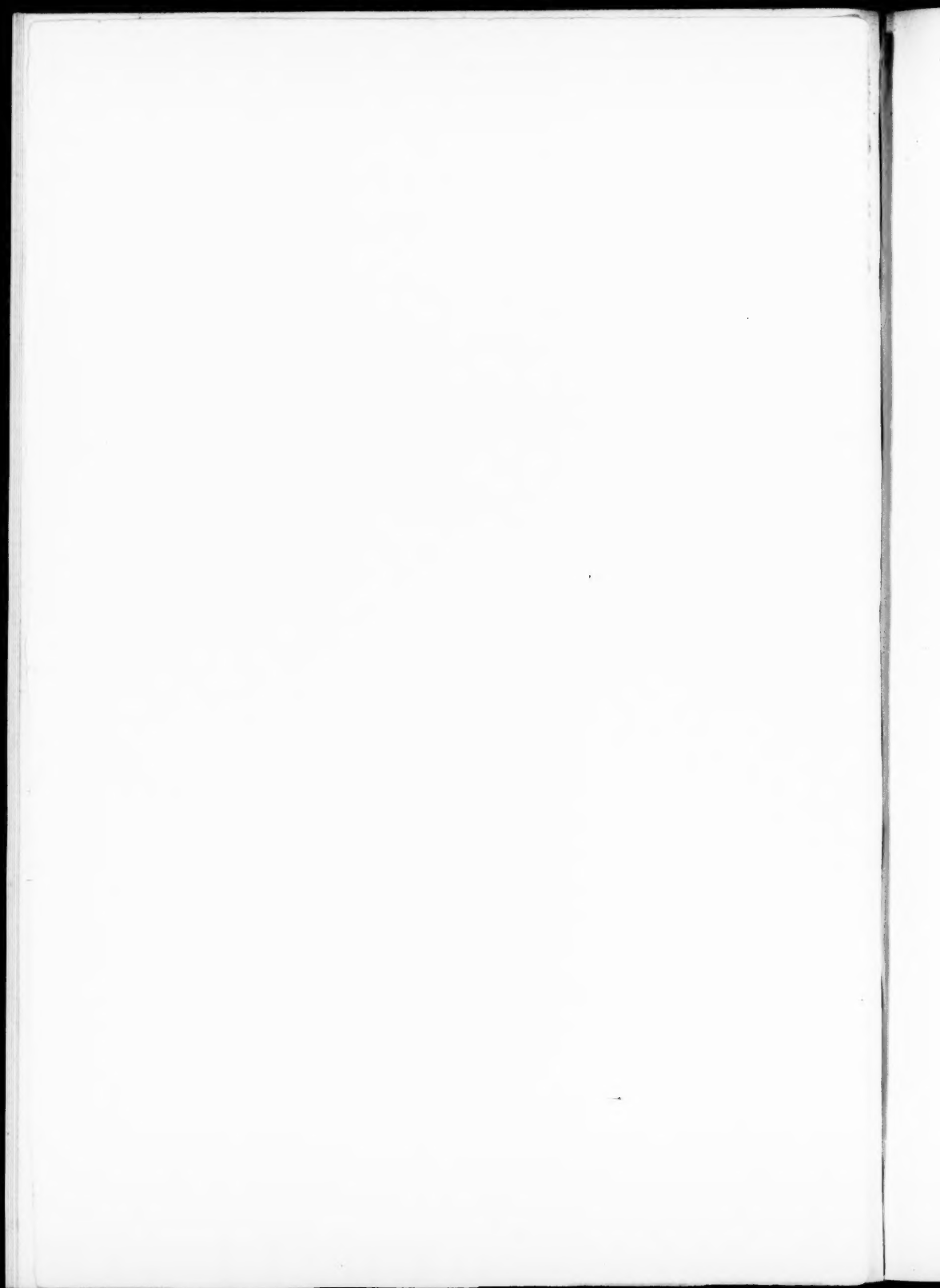
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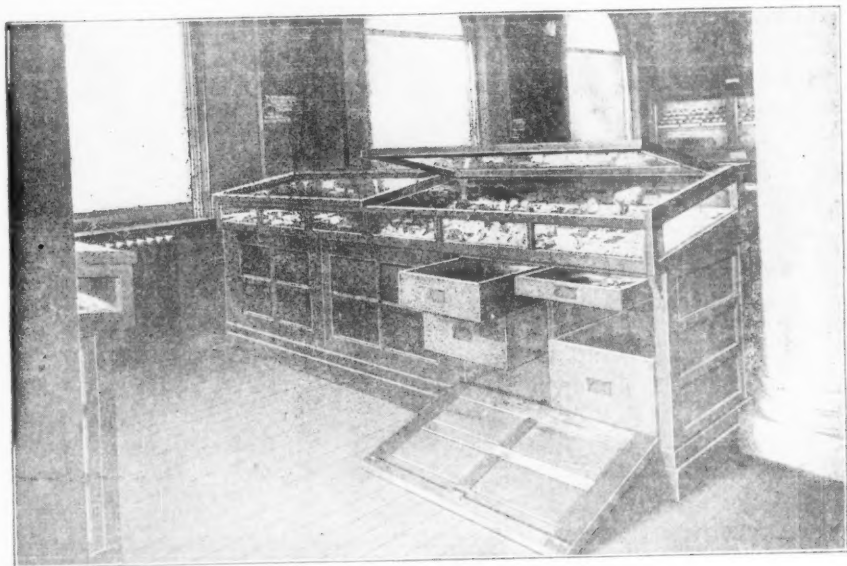
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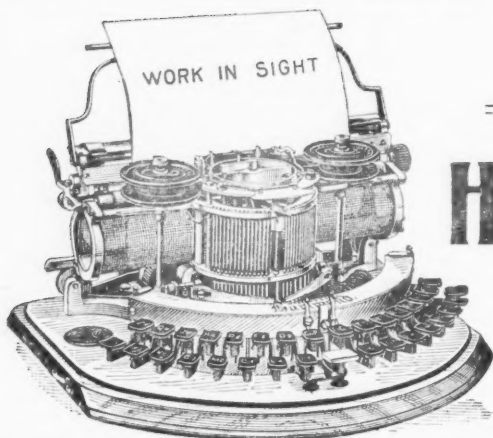
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